



11-17-2010

A Potential Framework For An Internship Learning Program In Sport Management

Robert C. Schwartz

University of Pennsylvania, bschwartz@comcast.com

Follow this and additional works at: http://repository.upenn.edu/od_theses_msod

Schwartz, Robert C., "A Potential Framework For An Internship Learning Program In Sport Management" (2010). *Master of Science in Organizational Dynamics Theses*. 42.

http://repository.upenn.edu/od_theses_msod/42

Submitted to the Program of Organizational Dynamics
in the Graduate Division of the School of Arts and Sciences
In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Organizational Dynamics at the University of Pennsylvania

Advisor: William Wilkinsy

This paper is posted at ScholarlyCommons. http://repository.upenn.edu/od_theses_msod/42
For more information, please contact libraryrepository@pobox.upenn.edu.

A Potential Framework For An Internship Learning Program In Sport Management

Abstract

The purpose of this thesis is to create a potential framework described as the Internship Learning Program (ILP). The foundation that drives the potential framework, the experiential learning theory, Master of Science of Organizational Dynamics at University of Pennsylvania, my educational and professional experience, research and scholarly works are intertwined throughout as they inform subsequent elements of the ILP. Internships are interwoven among three stakeholders; the university, the intern and the potential employer. This Capstone examines the goals and structure to maximize the benefit for the student, university and employer. A summary is presented highlighting next steps.

Comments

Submitted to the Program of Organizational Dynamics

in the Graduate Division of the School of Arts and Sciences

In Partial Fulfillment of the Requirements for the Degree of

Master of Science in Organizational Dynamics at the University of Pennsylvania

Advisor: William Wilkinsky

A POTENTIAL FRAMEWORK FOR AN INTERNSHIP
LEARNING PROGRAM IN SPORT MANAGEMENT

by

Robert C. Schwartz, Jr.

Submitted to the Program of Organizational Dynamics
in the Graduate Division of the School of Arts and Sciences
In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2010

A POTENTIAL FRAMEWORK FOR AN INTERNSHIP
LEARNING PROGRAM IN SPORT MANAGEMENT

Approved by:

William Wilkinsky, Ph.D., Advisor

Janet Greco, Ph.D., Reader

Sharianne Walker, Ph.D., Reader

ABSTRACT

The purpose of this thesis is to create a potential framework described as the Internship Learning Program (ILP). The foundation that drives the potential framework, the experiential learning theory, Master of Science of Organizational Dynamics at University of Pennsylvania, my educational and professional experience, research and scholarly works are intertwined throughout as they inform subsequent elements of the ILP. Internships are interwoven among three stakeholders; the university, the intern and the potential employer. This Capstone examines the goals and structure to maximize the benefit for the student, university and employer. A summary is presented highlighting next steps.

ACKNOWLEDGEMENTS

I would like to extend my appreciation and thanks to Dr. Larry Starr, Program Director, for his precise and thought provoking guidance and ongoing encouragement. Special thanks to Dr. Janet Greco and Dr. Sharianne Walker for their graciousness in sharing their time and knowledge and contributing to the creation of this Capstone. Thanks to Dr. Charline Russo for her enthusiastic and timely support. To my MSOD professors and classmates, thank you for allowing me the privilege of learning from you. To Sarina Pasricha for her attention to detail. Thank you Peter Luukko, Alice Marini and my colleagues on the job for their support of my academic growth. I am very appreciative of the vast contribution of Susan Godfrey, her patience, determination and professionalism kept everything in balance. Rebecca and Sara, I am most grateful for your gifts of patience and understanding. Thanks to Dad, my first coach.

Finally, it would have been next to impossible to write this Capstone without Dr. Bill Wilkinsky. His empathy, hard work and unconditional positive regard for me made this Capstone a reality.

LIST OF TABLES

TABLE	Page
1 Sport Management Positions	10
2 Sport Management Job Responsibilities	11
3 Kolb & Kolb Propositions	12
4 Benefits of an Internship	24
5 Non-Credit Internship Learning Program	32
6 Acceptable Internship Projects	34
7 Course Objectives	42
8 Criteria for Site-Agency Evaluation	49

LIST OF FIGURES

FIGURE	Page
1 University/Department, Student, and Employee Roles in Internship Programs	31

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTER	
1 Introduction	1
2 Literature Review	6
3 Foundation of Internship Learning Program	30
4 Goals and Structure of Internship Learning Program	42
5 Conclusion	50
REFERENCES	55
APPENDIX	
A Kolb Learning Cycle	62
B Successful Internship Ingredients	64
C Starting and Maintaining a Qualify Internship Program	69
D Experiential Learning	79
E Internship Syllabi	96
F How You Growin'?™ Internship	111
G Levitt's Evaluation Forms and Position Description	113

CHAPTER 1

INTRODUCTION

The purpose of this Capstone is to design a potential framework for an experiential internship undergraduate class or Internship Learning Program (ILP) in the field of sport management.

Parkhouse (1996) identifies sports as a \$213 billion-a-year industry, making it the sixth largest industry in the United States. Sport management is the combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department, whose primary product or service is related to sport or physical activity (DeSensi, Kelley, Blanton & Beitel, 1990). Sport managers implement these skills in a variety of organizational settings: for example, college sports; professional sports; amateur sports (Olympics); sport marketing and management firms; sport communications and news media firms; corporate sponsorship and advertising firms; sporting goods firms; arenas, stadium, and civic centers; community recreation sports programs; social service agency sports programs (YMCA, YWCA, JCC); private club sports programs; and military sports programs. The wide range of organizational settings where sports occurs means that individuals can select and pursue careers in the kind of work environment of their choice and for which they are best suited such as but not limited to public/private organization; profit/non-profit organization; professional/amateur sports; participation/spectator sports.

Besides traditional sports, the sports industry involves new alternative, action, and extreme sports such as skateboarding, boogie boarding, ice climbing, snow kayaking, and new professional sports, especially for women. An upsurge in the numbers and variety of

sports publications, sports related internet sites, enhanced mass media presentations, and exposure of sports events and activities, has increased the need for individuals with special qualifications in sports communications/media. Despite that some sport management programs now offer courses in sports communications-media, there are few programs of study (majors). According to the American Alliance for Health, Physical Education, Recreation and Dance (www.aahperd.org) data show, growth in the number and variety of specialized sports facilities, an increase in sports tourism and adventure travel, the rapid progression of the globalization of sports, and the provision of sports related goods and services for diverse market segments, all contribute to the continued growth of the sports industry. These developments ensure that the sports industry will continue to rank among the largest and most diverse industries in the nation, thereby, sustaining career opportunities for the future (see:

<http://www.aahperd.org/NASPE/careers/sportmgmt.cfm?renderforprint=1>).

Internship programs are offered to undergraduates across many domains of study. College juniors and seniors may seek internships in their hopeful future career areas. Some of these internship programs are disorganized and provide little, if any learning structure. An intern's typical day, all too often, is made up of sitting and watching, learning the peculiarities of many copiers, sitting and watching, making coffee, filing, delivering internal mail and oh yes, sitting and watching.

Even many of the good programs that provide real substantive on-the-job work experiences for the intern lack an integration of an internship into their undergraduate major or program. Generally, colleges and universities value internships equal to one, two or even less courses. Yet, faculty has infrequent if any, contact with the intern while

they are at the organization site. Typically, the intern writes an academic paper discussing the internship's activity, what they learned and how they planned to use their newly found knowledge. This Capstone will propose a model for a substantive experiential internship, fully integrated into the intern's academic curriculum in the area of sport management.

For decades, the sports industry has been largely impervious to the economic cycle. It can be seen that the number of jobs related to sports has risen steadily during the last few decades. According to figures from the Bureau of Labor Statistics, 138,700 people work in the spectator sports industry today, 9.8% more than in 2002. There, however, is no accurate tally of how many jobs have been lost in the last year or so, but the anecdotal evidence is grim. According to the New York Times (May 27, 2009), the NFL has cut 200 jobs, while the NBA has eliminated 10% of its staff.

From this, I argue that the job market for a sport management graduate is as competitive as ever. As such, this Capstone will consider the appropriateness of on-the-job experiences supported by classroom discussion and reflection as a means of making a sport management graduate competent and capable for the market place.

More than 300 colleges and universities in the United States say that they offer sports business classes as part of their curriculum. More than half of these award graduate degrees. Across the United States, there are about 24,000 undergraduates, major in Sports Administration in the year 2009 alone. Another 6,000 will work toward graduate degrees. When they graduate, they will join the 8,000 students who left campuses with sport-focused bachelors or masters degrees in the preceding year (King, 2009).

The proposed undergraduate course in sport management incorporates principles of experiential learning taken from the Masters of Science in Organization Dynamics (MSOD) at the University of Pennsylvania. In particular the strategies and tools of decision making expressed by Larry Starr, theories and models presented by Ruth Orenstein which underlie coaching, Janet Greco's introduction to the power of narrative, the nine step coaching process preferred by Bill Wilkinsky and the role of the leader as coach championed by Charline Russo all play a significant role in the thinking about and the construction of the proposed Internship Learning Program (ILP).

Designed in three segments, the undergraduate course features classroom theory and best practices discussion during the first three weeks of the semester. The premise of the course is to provide experiential learning designed to support the intern before, during, and after the internship. Topics such as emotional intelligence, communication skills, leadership, decision-making, and creativity will be applied to real world experience to prepare the student before and during the internship. I present strong influence of the MSOD program to the undergraduate course being proposed in this Capstone because I hold the premise that designing a course that balances technical skills of employment and interpersonal skills of learning, with real world application and experience, potentially accelerates learning of the student. Data that supports this can be seen in Chapter 2, the Literature Review section of this Capstone.

Internship experiences vary depending on the program. This Capstone examines existing internship programs based on group learning, monitored work activity, and other requirements. The Capstone argues that sport management programs would benefit from providing an internship experience. This Capstone explores why some internships are

successful and some are not, and why this course maximizes the potential for a positive intern experience.

The motivation, that led to this framework stems from the desire to enhance industry talent by providing better prepared students entering the field of Sport Management. The keystone of the ILP is to have the classroom serve as a business, and the business serve as a classroom. Two potential outcomes of the ILP are: first, creating a flexible framework adding consistency to the current state of internships for the benefit of business, university and student and second, maximizing the opportunity of learning and job placement for sport management students.

The proposed Internship Learning Program (ILP) framework is built on a solid foundation. The first component of this foundation is comprised of scholarly research and the experience and knowledge of experts. Chapter 2 provides a review of literature primarily focused on experiential learning and internship programs. Chapter 3 builds on the review of literature and shapes the conclusion through my experiences as a twenty-five year employee, manager and executive in sport management and his ten years as an adjunct professor teaching undergraduate courses in sport management. Chapter 4 presents the framework for the proposed ILP. Goals, roles definitions, program scope, delivery and assessment are all discussed. Finally, Chapter 5 presents a summary conclusion and possible next areas for exploration and implementation.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of literature from three areas relevant as cornerstones of this capstone: Sport Management, Experiential Learning Models, and Theories and Internship Programs. I provide an overview of each in order to offer the foundation for the proposed Internship Learning Program (ILP). Sport management, experiential learning and internship research all provide critical insights into pedagogy and student learning in the discipline of sport management.

Research indicates a variety of applications of Sport Management internships including operations, ticket sales and venue management. Institutions and programs differ in fundamental application of field experience programs as I will show academicians and experts in the field expound on the need for experiential learning internships. This trend is not universal, however, as several sport management programs sponsor non-credit, limited in scope internship experiences.

Internship programs continue to become more stringent in measuring activities and outcomes. This Capstone discusses and utilizes various scholarly works including scholarly journals, sport management journals and publications and statements of standards of the professional association which oversees the Sport Management discipline, that define specific criteria, assessment and responsibility not only for the intern, but also for the business involved. Based on the literature, this Capstone supports the fact that internships benefit three entities: the student, the university's offering department, and business. The Experiential Learning Course integrates all three in maximizing the student experience. Kelley (2002) and Young (2004) offer solutions of

internship challenges by offering standards that may reduce inconsistent practices, provide specific criteria and better prepare interns.

It is critical to note that in 1989, for example, the North American Society for Sport Management (NASSM) and National Association for Sport and Physical Education (NASPE) agreed that there was a need to provide some level of quality assurance to students enrolling in sport management programs, and to employers hiring graduates of those programs. The organizations formally joined together in 1989 to create the NASPE-NASSM Joint Committee that would oversee the continued development of curricula guidelines for sport management. These guidelines were approved by the NASPE and NASSM members at their annual conferences in 1990. From this work came the creation in 1993 of the Sport Management Program Review Council (SMPRC) -- an independent entity acting on behalf of both NASSM and NASPE for the purpose of reviewing sport management programs. Since the formation of the SMPRC, the standards used for program approval have evolved. There has also been much discussion about moving toward an accreditation process, which is a more recognized approach within academia.

In July 2005, NASSM and NASPE representatives met to discuss the proposed direction of SMPRC, including movement toward Accreditation. Two task forces were formed: the Accreditation Task Force, and the Standards Task Force. These Task Forces were comprised of members from each association and were charged with investigating Sport Management Accreditation from processes and policies perspective, as well as a standards perspective. The Accreditation Task Force and Standards Task Force provided preliminary reports to representatives in May 2006. At the 2006 NASSM Annual

Conference, a roundtable discussion was held to collect feedback from the NASSM membership regarding Sport Management Accreditation.

The formation of the Commission on Sport Management Accreditation (COSMA) was proposed in January 2007, and draft accreditation manuals were provided to NASSM and NASPE members for review and feedback. Additional meetings were held at the 2007 NASSM and NASPE Annual Conference to present the refined model.

In September 2007, NASSM and NASPE identified a timeline to officially launch the COSMA organization in July 2008 (see: <http://www.cosmaweb.org/history>).

Through specialized accreditation, the Commission on Sport Management Accreditation (COSMA), promotes and recognizes excellence in Sport Management education in colleges and universities at both the graduate and undergraduate levels. This commission covers virtually all aspects of a sport management program. The information is instrumental in determining the academic benchmark for Sport Management programs. COSMA reinforces experiential learning, and personal development; however, internships are not mandated or specifically outlined in the guidelines. This must be addressed.

Indeed, COSMA is a specialized accrediting body that promotes and recognizes excellence in sport management education in colleges and universities at the baccalaureate and graduate levels. Institutions, students, employers, and the general public all benefit from the external verification of quality provided through COSMA's accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by COSMA's developmental approach to promoting excellence in sport management education (see: <http://www.nassm.com/node/199>). To

understand how experiential learning opportunities such as internships provide more value to sports education, I take a look at the current state of sport management.

Sport Management – A Brief Description

The undergraduate sport management specialization offers professional preparation in the application of business principles to the sports industry. Students will complete a degree program that includes courses in accounting, management, marketing, economics, and computer applications. Sport management courses will focus on the business aspects of sports in culture, sports information, interscholastic, intercollegiate and professional sports, facility management, sports ethics, sports marketing, law, and sports finance.

Typical Job Titles

Sport management positions carry a variety of job titles. Program directors in community sports programs, marketing and promotions director, academic services for student-athletics, corporate sales director, director of ticketing and finance, sporting goods sales representative, intramural director of campus recreation, facilities coordinator, athletic director, compliance director, athletic business manager, and fitness manager are all sport management titles.

Typical Job Responsibilities

Job responsibilities vary with the type of organization, area of the sports industry, and level of management. All involve business aspects of sports, and normally include 50 - 60 hour workweeks, including night and weekend hours of employment. Job duties may involve working with corporations in special event promotions and sponsorships. It may also include accounting, ticketing, and financial operations of a sporting event or

program. Additional responsibilities might include developing a risk management plan for dealing with current legal issues in sports. The sports manager may be involved in facility and event management, sports broadcasting and media relations, or the sales of sporting goods and licensed sports products. (http://coe.winthrop.edu/coe/health-pe/sportmanagement/SPMA_info.htm)

Table 1 presents potential sport management positions (from: <http://www.uwlax.edu/sah/ess/sm/html/jobs.htm>).

Table 1. Sport Management Positions

Marketing and promotions director	Compliance director
Sporting goods sales representative	Athletic business manager
Corporate sales director	Community sport & recreation
Director of ticket sales	Fitness manager
Intramural director of campus recreation	Program directors in community sport
Facilities coordinator	programs
Athletic director	Sports attorney
	Professional Sports Team Manager

Though not a complete list, Table 1 offers several opportunities for qualified sport management candidates. The ILP may be structured to consider several of these positions.

Students with a degree in sport management have varied job responsibilities depending on the type of organization, area of the sports industry, and level of

management (<http://www.uwlax.edu/sah/ess/sm/html/jobs.htm>). Table 2 presents examples of job responsibilities.

Table 2. Sport Management Job Responsibilities

Event management	Academic counseling
Promotion and marketing	Compliance
Advertising	Eligibility
Sports information	Athletic development
Sports sponsorship	Risk management plan for legal issues
Budgeting	in sports
Accounting	Facility management
Ticket sales	Sport broadcasting
Financial operations	Media relations
Fund raising	Public Relations
	Sales of sporting goods and licensed sports products

From this list, several generalizations can be offered. The field of Sport Management has an extremely robust bandwidth encompassing many areas of competency and sets of knowledge and skills. No internship program could reasonably expect to introduce the intern to all aspects and facets of Sport Management. Finally, a significant number of the Sport Management sub-sectors would be encountered by the intern in an Internship Learning Program whose business focus was arena venue management.

Experiential Learning

Experiential Learning Theory draws on the work of several prominent twentieth century scholars who acknowledged that experience is centered in their theories of human learning and development. John Dewey, Kurt Lewin, Carl Jung, Carl Rogers and others are among the proponents of the experiential development.

The theory is built on six propositions that are shared by these scholars as noted by Kolb and Kolb (2005) are presented in Table 3.

Table 3. Kolb and Kolb Propositions

1.	Learning is best conceived as a process not in terms of outcomes; to improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning, a process that includes feedback on the effectiveness of their learning efforts.
2.	All learning is relearning. Learning is best facilitated by a process that draws out the students' beliefs and their ideas about a topic; so that, they can be examined, tested and integrated with new, more refined ideas.
3.	Learning requires the resolution of conflict between dialectically opposed modes of adapting to the world. Conflict, differences and disagreement are what drive the learning process. In the process of learning, one is called upon to move back and forth between opposing modes of reflection and action, feeling and thinking.
4.	Learning is a holistic process of adaption to the world. Not just the result of cognition, learning involves the integrated functioning of the total person, thinking, feeling, perceiving, and behaving.
5.	Learning results from synergistic transactions between the person and the environment. In Piaget's terms (put year published), learning occurs through equilibration of the dialectic process of assimilating new experiences into existing concepts and accommodating existing concepts to new experience.
6.	Learning is the process of creating knowledge. ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner. This stands in contrast to the "transmission (or transition)" model on which much current educational practice is based, where pre-existing fixed ideas are transmitted to the learner (p. 194).

Kolb's Experiential Learning Theory (1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience.

Knowledge results from the combination of grasping and transforming experience."

Kolb's Experiential Learning Theory, which is widely known and used in education and training, presents a cycle of four elements; concrete experience, reflective observation, abstract conceptualization and active experimentation.

Kolb explores the impact of experiential learning as a framework for innovation in management and education. Kolb (1984) identifies the necessary components of the four-stage learning cycle, concrete experiences, reflection, abstract concepts, and actively tested (see Appendix A). Kolb postulates that the Experiential Learning Theory helps understand learning at the deepest level. It also provides guidance in helping the individual's learning, and designing better processes in education.

The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then, students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the cycle anew as students have new experiences based on their experimentation (Oxendine, Robinson & Wilson, 2004) . Although this continuum is presented as a cycle, the steps may occur in nearly any order. This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors (Kolb & Kolb, 2005).

Andresen, Boud and Choen (2000) provide a list of criteria for experience-based learning. The authors state that for a project to be truly experiential, the following attributes are necessary in some combination:

- (1) The goal of experience-based learning involves something personally significant or meaningful to students.
- (2) Students should be personally

engaged. (3) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. (4) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. (5) Students should be recognized for prior learning they bring into the process. (6) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students (Kolb & Kolb, 2005).

Thus, experiential learning cycles can be seen as providing a semi-structured approach. There is relative freedom to go ahead in activity and “experience” but the educator also commits to structuring other stages, usually, involving some form of planning or reflection, so that the raw experience is packaged with facilitated cognitive (usually) thinking about the experience (Neill, 2004).

Experiential learning is defined as “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 41). Experiential learning is best considered in Chickering’s (1976) definition as “changes in the individual based on direct experience” (Chickering, 1976, p. 100). This form of hands-on learning fosters more than rote content memorization. Experiential learning provides the opportunity for trial and error. Thereby, the learner in the model learns not just the what, but more importantly, the how with explanations of the why.

In Democracy and Education, Dewey (1916) introduced the place of experience in education. His concern was linking experience with reflection, which was essentially linking understanding with doing. Kurt Hahn, father of the Outward Bound movement saw it as the “foremost task of education to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial and above all compassion” (Hahn, 1990 in Neill, 2004).

Rogers (1969) distinguished two types of learning: cognitive (meaningless) and experiential (significant). The former corresponds to academic knowledge such as learning vocabulary or multiplication tables; and, the latter refers to applied knowledge such as learning about engines in order to repair a car. The key to the distinction is that experiential learning addresses the needs and wants of the learner. Rogers lists these qualities of experiential learning: personal involvement, self-initiated, evaluated by learner, and pervasive effects on learner (Retrieved 10.01.10 from <http://tip.psychology.org/rogers.html>).

To Rogers (1969), experiential learning is equivalent to personal change and growth. Rogers feels that all human beings have a natural propensity to learn; the role of the teacher is to facilitate such learning. This includes: (1) setting a positive climate for learning, (2) clarifying the purposes of the learner/s, (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning, and (5) sharing feelings and thoughts with learners, but not dominating.

According to Rogers (1969), learning is facilitated when: (1) the student participates completely in the learning process and has control over its nature and direction, (2) it is primarily based upon direct confrontation with practical, social, personal, or research problems, and (3) self-evaluation is the principal method of assessing progress or success. Rogers also emphasizes the importance of learning to learn, and an openness to change (<http://tip.psycholog.org/rogers.html>).

The nature of experiential learning is fairly well understood and agreed upon. There has been, however, confusion between the terms experiential learning and experiential education. Chickering (1976) stated, “[experiential] learning occurs when changes in judgments, feelings, knowledge or skills result for a particular person from living through an event or events.” The definition of experiential education from the

Association for Experiential Education states, “Experiential education is a process through which a learner constructs knowledge, skill and value from direct experience.”

Whereas, Chickering explains that,

Learning is best considered as the process of the change that occurs in the individual; Learning is an individual experience. Education, on the other hand, is best considered as a transitive process between educator and student (Chickering, 1976 in AEE, 1994).

This philosophy of experiential education can be clearly seen in the work by Ira Shor, which builds directly off the ideas of Dewey and Freire (Shor & Freire, 1987). Shor (1992) outlined what he referred to as empowerment-based education. He describes a democratic process whereby the teacher provides lesson plans, theory, personal experiences and academic knowledge, while the students may negotiate aspect of the curriculum. Students provide their interests, needs and perceptions creating joint input in the learning process. Combined, the teacher and the students have joint input in creating the democratic learning process. Shor (1992) argued, “The hallmark of the philosophy of experiential education is that the teacher and student/s create the educational process through their transaction and interaction” (p. 17).

James Davis (1993) supports the work of Shor (1992) and has presented a beginning framework for conceptualizing the transactive process between teacher and student. He noted:

What is critical in the case of any approach or strategy is that the teaching approaches must include experiences, including the transactive process and the experiential learning process. This allows a teacher to utilize lecture and explaining strategies and still approach them from within a framework of experiential education (Davis, 1993).

Learning is like breathing; it involves a taking in and processing of experience and a putting out expression of what is learned. As Dewey noted, “Nothing takes root in mind when there is no balance between doing and receiving” (Dewey, 1916).

Lawrence Summers, a past president of Harvard University dedicated his 2003 commencement address to the introduction of a comprehensive examination of the undergraduate program. Summers was motivated in part by a letter he received from a top science student, which contained the statement, “I am in the eighth semester of college and there is not a single science professor here who could identify me by name.” Summers concludes: “The only true measure of a successful educational model is our students’ experience of it” (Summers, 2003).

Kolb and Kolb (2005) offer that many students enter higher education conditioned by their previous educational experiences to be passive recipients of what they are taught. Making space for students to take control of and responsibility for their learning can greatly enhance their ability to learn from experience.

Kolb, Boyatzis, and Mainemelis (1999) noted that Experiential Learning Theory is the creative exploration of the links between experience, learning and development across the social spectrum. Claxton and Murrell (1987) also support the findings of Kolb and Kolb (2005) by recognizing the frequent use of ELT and LSI as the framework for educational innovation. Various learning and teaching styles, curriculums and program designs have all included the use of ELT.

A number of publications assess the learning style of various students, faculty and other groups. For example, Kolb, Boyatzis, and Mainemelis (1999) note that

In the emerging, networked world of information-based economies, learning is becoming more important than productivity in determining a

person's or an organization's adaptation, survival, and growth (Kelly, 1999). Increasingly complex and service-oriented jobs demand flexibility as a requirement for sanity and success. (We) believe that Experiential Learning Theory helps us to understand learning and flexibility at a deeper and yet more comprehensive level than previously. It also provides guidance for applications to helping people improve their learning and designing better processes in education and development.

Orey (2010, retrieved 9/10/2010 from <http://projects.coe.uga.edu/epltt>) identifies results, alternative learning assignments, documentation of results and increased sharing among teacher and student are all attributed to experiential learning and teaching.

Experiential learning is a powerful teaching tool. While classroom lectures primarily address the cognitive domain, experiential learning involves the whole student: their cognitive, affective and physical domains (Oxendine, Robinson & Wilson, 2004). The result is that students can relate to the subject matter in a way that is meaningful to their own lives.

Experience-based projects offer a change of pace from traditional classroom assignments and facilitate learning for students with a variety of learning styles (Millenbah & Millspaugh, 2003). Students that struggle with writing papers and completing labs may find themselves re-engaged in the course with the help of a project that draws from their own experiences. Even students who are high achievers in traditional assignments often appreciate an original format.

Projects like this have a lasting impact. In a survey given to students 1-3 years after the Lifestyle Project at Skidmore College, 81% of the students reported that they had made permanent changes to their lifestyles as a result of the project.

Experience-based projects can help bring the students and the teacher closer together. Because they are sharing aspects of their own actions and decisions, there is a personal element to this type of learning. This can be a valuable way for instructors to get to know their students and for students to pull together as a team.

Internships

"I think people think you graduate with a degree in Sport Management and get a job in sports" noted Alex Vitanye, general manager, Southern Ohio Copperheads. "Well

that's not how it works. You also need to get experience. You need to build a network" (King, 2009, p. 40). Williams (2008) cites intense competition for quality internship opportunities within the sport industry has become commonplace. Faculty internship coordinators must learn more about the internal processes and procedures of those organizations that are selecting student interns. Strengthening relationships and communication with internship sites can be useful in developing a more complete understanding of four significant areas: recruitment, student preparation and quality, internship structure, and supervision responsibilities. In addition, addressing some of the more general issues and concerns can be beneficial.

Following are other scholarly opinions on the purpose and implementation of internships. Myers (2009) noted that, "The purpose of internships is to encourage students to apply the knowledge they have learned in the classroom to the context of the work place" (Myers, 2009). Kelley (2002) identifies several objectives of the internship process. The primary purpose of the internship from a student's perspective is employment, while from an academic perspective the main purpose is learning. I have found that much of what is learned in the classroom does not always readily transfer to the work place. In an effort to address the objectives and challenges of interns, it can be argued that the on-site internship supervisor and program administrators must assume responsibility for several aspects of the process including standards, accountability and evaluation. Further, interns ought to have the opportunity to evaluate everyone involved in the process including the academic internship supervisor, the on-site supervisor and the overall internship experience.

Cuneen (2004) maintains the internship is an essential element in the professional preparation of sport managers. The internship is, in fact, the most common curricular component of both proposed and established sport management programs (Cuneen, 2004). Young and Baker (2004) stress the importance of establishing and maintaining academic vigor within the internship experience. They identify specific learning outcomes that require the following student activities: reflection, assessment measures, and clear definition of stakeholder responsibilities. Kelly identifies the areas of administrative concerns in three major components of the internship: the academic institution granting the internship, the agency providing the learning, and the student intern. Kelly suggests ways to prevent certain challenges with internships and offers standards that would reduce inconsistent intern practices (Kelly, 2004). Williams addresses some of the concerns among agency internship supervisors and the interns, based on the solution and supervision of 15-20 interns in the sport management field (Williams, 2004).

Myers (2009) cited the work of Orkow (2000) outlining how she has developed an experiential learning program for her students. Orkow concluded that seminar meetings were recommended because the group learning combined with field experience led to better experiential understanding. Orkow (2000) states, "Carefully monitored work experience where a student has intended goals and activity which reflects on their learning experience" (Orkow, 2000 in Myers, 2009). Within the framework of her program, seminars that allowed the students to talk about their job site experiences were provided.

Best practice standards based on scholarly and intern field experience do exist on a case-by-case basis; however, universities do not always recognize the importance of the internship. Cuneen (2004, p. 4) states that, “Although the Internship is the most common curricular component in all sport management program, institutions have differing philosophical, educational, and administrative approaches to conductivity field experience programs.” She argues further that institutions have differing philosophical, education and administrative approaches to internship programs, even though the internship is the most common course component in all sport management curriculum. “There is indeed a link between classroom theory and professional practice when internships reflect a program’s best and most serious effort” (Cuneen, 2004).

Unique among major universities, the University of South Carolina (USC) Sport and Entertainment Management program specializes in preparing students to enter the industry with exceptional knowledge and professional preparation. As the producers of Ringling Bros. and Barnum & Bailey, Disney on Ice and Disney Live, Feld Entertainment is a natural fit for graduates of the USC program, which currently has a student body of approximately 450 undergraduate students.

According to Kenneth Feld, Chairman of Feld Entertainment, “We are excited to partner with USC on this internship program and believe it will strengthen both of our organizations” (PR Newswire, 2005, <http://www.highbeam.com/doc/1G1-38447710.html>). In addition to their internship program, Feld Entertainment supports the USC Sport and Entertainment Management program by contributing three \$5,000 scholarships per year, participating in the University's International Conference on Sport & Entertainment Business, providing Feld executives to teach select classes at the

University, and hosting a departmental reception at the University during the beginning of each fall semester

Similarly other entertainment industry businesses are actively involved with internship programs. Global Spectrum, a world-wide leader in venue management, has a program called Arena Marketing Directors (AMD) for college juniors and seniors to get hands-on experience with sales, marketing and PR in the sports and entertainment industry. There are two forms of AMD's: those who only attend weekly 2-hour Friday classes, and those who do office hours on top of attending the Friday classes. The students who maintain regular office hours will be part of the day-to-day operations of the marketing or group sales departments.

Weekly classes consist of anywhere from 15 to 30 students, and are planned out three weeks at a time, in order to stay relevant to what is currently being worked on in the office. The class is divided into four groups in which they remain for the entire semester. The groups are used for sales contests, in which tickets for events are sold, as well as for group homework assignments. Every two weeks, guest speakers from different departments join to talk about whom they are, what they do, and how they got there. In the past, the VP of Public Relations, the General Manager, and the COO had spoken to the interns.

This semester, the first week consists of a general overview of what will be covered, expectations of the class, and an icebreaker. The second week of class is an introduction to PR, and the goals of PR stunts. Once the show and past ideas are reviewed, a PR brainstorming session is held. The third week of class covers interactive marketing, which includes Google Ad Words, Analytics, Facebook and Twitter. Once the

instruction portion is over, each group is tasked with creating their own interactive marketing campaign, and selling tickets to individual shows.

The last two classes schedule/cover PR, with the VP of PR as the speaker. Homework includes developing a PR plan for an upcoming event. The following week is about writing press releases, and their homework is to write a press release about another upcoming event.

Outside of the class and office hours, there are varieties of opportunities for students to volunteer to work events. AMD's are invited to help with grassroots marketing, PR and all upcoming events. This is a great way for the AMD's to measure their progress and results.

Divine, Miller, Wilson and Linrud (2008) believe that the internship experience benefits everyone involved, the student intern, the university and the organization that employs the interns. The internship experience adds to the student's resume, creates potential job offers plus the process of finding an internship, research and interviewing is a valuable learning experience.

According to Keeton and Tate (1978), experiential learning has been documented in American higher education as far back as the 1830s, when skepticism and serious debate preceded the introduction of laboratory sciences at Yale University.

Inherent in an internship experience for students is the opportunity to function as a professional and to be part of the organizational culture. This includes becoming immersed in the behaviors, attitudes, beliefs, and values of the organization. This can only occur when the internship duplicates or approximates that which is experienced by a full-time employee. Therefore, outside commitments such as coursework or other

employment should not be pursued during an internship. Interns should expect to follow all rules, regulations, and policies of the organization to acquire the values, behaviors, and attitudes that constitute the culture of a professional in that organization. It is granted that students who pursue full-time internships and who are totally involved with the host organization may be making a sacrifice. However, those who accept the challenge can realize tremendous benefits.

Verner (1993), in Table 4, defines ten benefits of internships.

Table 4. Benefits of an Internship

1. A new learning environment. Knowledge and skills are acquired in different ways by different people. The practical settings that internships offer may be more effective learning environments than the traditional classroom; because, problem solving may necessitate exploration in a "real world" environment. An internship can provide the setting in which to apply theory gained in the classroom.
2. Realization of the meaning of professional commitment. Misconceptions often exist related to a career. Enjoyable and interesting parts of a job are sometimes amplified at the expense of less desirable tasks. A full-time internship places students in organizations where they are confronted daily with both the positive and negative sides of their career choices.
3. Assessment of skills and abilities by practitioners. Practicing professionals often have a more pragmatic perspective than college professors. As a result, practitioners' assessment of interns' strengths and weaknesses may provide additional insight into the interns' potential for that particular career.
4. "Experience" as a category on the resume. One of the most frustrating obstacles for entry-level professionals to overcome is lack of experience. Internships provide the opportunity to gain invaluable work experience and create another category on the resume.
5. Two-way screening process. Students can determine whether they feel suited for the career choice during the internship, and those with whom they work can evaluate interns' performances within the context of a real work environment. This is not to say that interns should expect to be hired by the host organization, although this happens occasionally. An evaluation of an intern's potential is more valuable when based on how the student performed on the job, rather than the evaluator's perception of how that student may function on the job.

6. New mentor/protégé relationships. New relationships develop as a result of contact with people encountered during the internship. These new relationships can help interns learn more about themselves, both professionally and personally. Through guidance, direction, and suggestion, mentors can help interns develop attitudes and behaviors necessary for success in their careers. Many insights about success can be made, when interns learn from the mistakes and successes of those who have preceded them.
7. Networking. Being on the inside of an organization allows interns to be part of the informal employee network. Students can learn of potential job openings and develop contacts and references for future career moves.
8. Springboard for a career. An internship is the intermediate step between being a student and being a full-time professional. Depending on what an intern makes of the opportunity, it can be either a springboard or a barrier to a valued career position.
9. Mirrored feedback and evaluation. Internships offer students a chance to discover whether theoretical ideas and textbook principles work in actual situations. The resulting successes and failures of the interns help establish a personal, critical assessment of how effective different strategies are in realistic environments.
10. Learning to handle crisis and critical decisions. In the real world, daily incidences are not always predictable, and some situations may occur in which interns have had no experience. The conditions of the moment may not allow for consultation with mentors or textbooks. Action and decision making in such realistic situations can accelerate the maturation process. Professional growth and development become evident as interns move away from reacting as students and assume the posture of young professionals.

From these benefits, the importance of the internship is highlighted. The ILP may offer several similar beneficial processes to help standardize the internship experience.

Verner (1993) offers internships have become commonplace in the various curricula designed to prepare professionals in physical education, recreation, and dance. Because they occur in real work settings, internships immerse students in the work behaviors and social culture of an organization; thus, providing the opportunity to put theory into practice, and to acquire professional attributes. Finally, the search for and selection of internships can inaugurate students in the search process for securing entry-level career positions.

Assessment feedback from students and employers will be beneficial in promoting the department and its progress. Employers get an inexpensive, qualified, and motivated labor (Divine, Linrud, Miller, & Wilson, 2007, pp. 6-7). Intern programs provide the sponsoring organization with a real-world opportunity to evaluate the intern's work to help in the decision process leading to offer letter. Interns typically want to do an outstanding job during their internship; because, they know that the experience and recommendations that can come from that experience can be very beneficial in finding permanent position (Divine, Linrud, Miller, & Wilson, 2007, p. 7).

Despite the many benefits mentioned, it is worth exploring why some internship programs fail. Many internship programs are less than successful because faculty members and their departments see internships as a sort of add-on assignment to a course. It is not treated like a core component of the curriculum.

Cuneen (2004) noted that "When a sport management program sponsors a non-academic and unchallenging internship course, it adversely affects the work and reputation of those institutions that place a great deal of emphasis on monitoring the learning that occurs as students make the transition from academe to industry (Cuneen, 2004, p. 2).

Standards and guidelines framed by clear goals are needed to prevent these kinds of failures. As a professional in Sport Management, I have seen few specific internship standards or guidelines. Although Sport Management programs established by the National Association for Sport and Physical Education and the North American Society for Sport Management (2000) have established a standard and review protocol and mandate the internship experience, they do not specifically offer standards and practices for a sport management program. "The criteria for comparison of sport management programs, students, and individual internship experiences are lacking; and as a result, it is difficult to ensure quality control" (Kelley, 1993).

Chouinard (1993 in Kelly, 2004) explained that, “In some cases, college and university personnel rely on professional organizations to establish acceptable standards of practice in order to justify faculty and staff workload and positions for supervision of experiential learning. Specific standards are also needed for faculty load-such as the number of students supervised, site-visitation requirements, and best practices for site selection”.

“Not all internships are the same” Case (2007) reports. “Robust programs with real learning merit are extremely valuable to the new employer. Lesser internships are those in which “students are given menial tasks to complete” (Case, 2007) occupying their days at the copier and making coffee. Case provides a number of internship ingredients which are presented in Appendix B.

Internships are recognized as among the most important aspects of education to sport management students, internships provide a culminating experience for students and serve as a transition between academic training and the workplace. It is important to constantly review, assess and improve all aspects of the sport management curriculum, including the quality of the internship experiences. Quality control through the utilization of established standards will result in an overall improvement of the internship experience (Chouinard, 1993; Kelley, 2002; Stratta & Kelley, 2001 in Kelly, 2004). This will occur more rapidly when professionals in the sport management field can agree on and establish minimum internship criteria for institutions, agencies, and students.” (Kelly, 2004)

Gargone (2008) captures the essence of the challenges involved with establishing and maintaining internship criteria by advocating for the establishment of specific

guidelines governing field experiences. Internship supervisors and sport industry professionals recognize that field experiences are essential in preparing sport management students with entry-level employment. Some, not all, universities have established internship guidelines. Gargone claims that the increasingly high percentage of unpaid internships is the biggest problem affecting sport management interns.

Modifications to the current legislation are necessary since the Federal Labor Standards Act (FLSA) does not address this opportunity fully. The business of sports is a billion dollar industry, however intern compensation is minimal. The sport industry is populated by thousands of interns in various capacities all seemingly contributing to the growth of the business. Interns in some sports organizations manage the daily operations; Gargone cites the example of the sport industry position of ticket seller. FLSA regulations, in particular the seasonal or recreational establishment clause, leaves interns without options. Reassessment of FLSA regulations pertaining to sport industry interns is worth exploring for the benefit of the students, university and employers.

Divine, Miller, Wilson, & Linrud (2008) found that while there is little doubt that a required internship program imposes a substantial burden on a department, the literature clearly indicates that students benefit greatly from having an internship experience. These benefits include improvements in career direction (Perez 2001; Beard and Morton 1999), job preparedness (Perez 2001), marketability (Swift and Kent 1999; Maynard 1999; Hyman-Parker and Smith 1998), job expectations (Knouse, Tanner and Harris 1999), interpersonal skills (Beard and Morton 1999), leadership (Cook, Parker and Pettijohn 2000), and understanding of the business applications of classroom learning (Hyman-Parker and Smith 1998). Given the value of these outcomes, it is readily apparent that an

internship is in the best interest of the student. By implementing an internship requirement, a department can insure that all of its students benefit from such an experience.

Another noteworthy observation by Divine, Miller, Wilson, and Linrud (2008) is that,

No one internship model is right for all departments but all departments are likely to find benefits from either a required or voluntary internship program. It is important to match the type of internship program with the goals of the department and other institutional/ geographic consideration. In considering the issues involved in development of an internship program, a long run perspective should be kept in mind. It takes time to develop and refine the processes involved and to nurture the business contacts that are necessary for success.

Chapter 2 essays a literature review. In this section, the research on experiential learning provided a strong case for the learning that best occur in a hands-on setting. From Kolb, Rogers, Shor and others, using experiential learning as a cornerstone for the proposed ILP is supported. Research and reviews of practices and standards of best Internship programs provided a second connection for the proposed ILP, the topic of this Capstone. In Chapter 3, a framework for an ILP is presented. This framework derives from a confluence of the learning from the review of literature and my twenty-five years of experience in sport management as seen through the prism of the Master of Science in Organizational Dynamics program at the University of Pennsylvania.

CHAPTER 3

FOUNDATION OF THE INTERNSHIP LEARNING PROGRAM

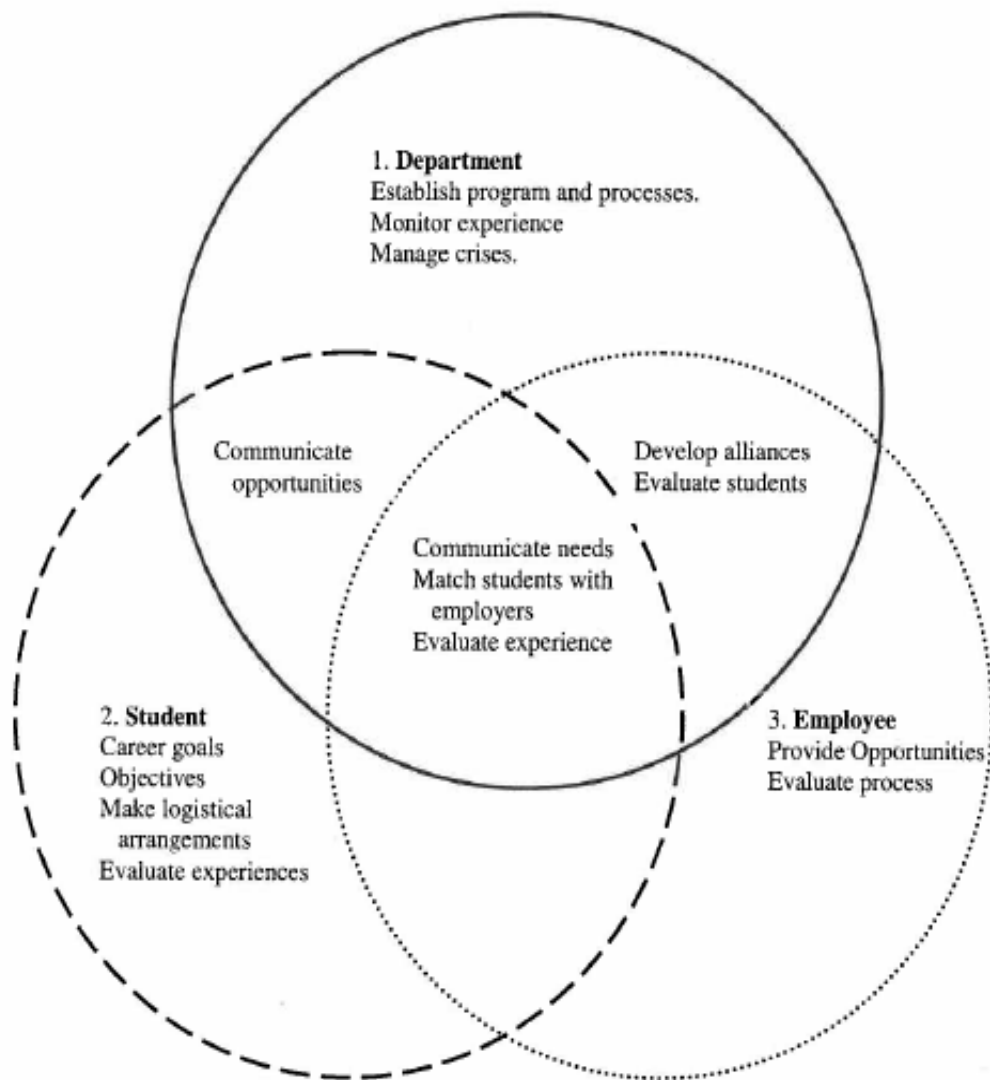
In Chapter 3, I present the foundations that frame the proposed Internship Learning Program (ILP). Research and scholarly works presented in the literature review in Chapter 2 help frame the experiential internship course. Additionally, I call on my personal experiences as an adjunct university professor and sports management industry professional for nearly twenty-five years. Finally, the Master of Science in Organizational Dynamics (MSOD) program at the University of Pennsylvania has played a key part in creating the proposed ILP. The keystone of the proposed course of learning is to have the classroom serve as a business, and the business to serve as a classroom.

In an effort to create a robust learning environment for the ILP, the program is presented in a semester format with specific areas of emphasis at the beginning, middle, and end. Based on the experiential learning theory, this course is designed to monitor and prepare the intern before, during, and after the internship. The premise of designing the framework of the course is to maximize the opportunity for job placement of the students enrolled. I argue that this proposed course is important because it improves the current state of the internship for the benefit of the student, business and university.

Currently, not all sports management programs offer comprehensive coaching/mentoring of interns before, during, and after the process. This aspect of the proposed ILP framework is designed to bridge the gaps between business entity and intern, business and university, and intern and professor to create the optimal opportunity for job placement for the student.

Figure 1 presents a visual representation of the relationships among intern, university and business (Divine, Miller, Wilson, & Linrud, 2008).

Figure 1. University/Department, Student, and Employee Roles in Internship Programs



Myers (2004) presents a summary of program recommendations for students, employers and college staff before, during and after the internship. Table 5 presents an overview of the roles, responsibilities and intertwining of the three ILP stakeholders, the university, intern and (potential) employer (Myers, 2009).

Table 5. Non-Credit Internship Learning Program

	Before the Internship	During the Internship	After the Internship
Student	Completes coursework in major, identifies knowledge content theories and workplace competencies to be used in the internship, establishes learning outcomes or goals to be achieved during the experience.	Maintains diary / journal documenting learning opportunities, engages in blogging or web chats with other students on specific learning strategies.	Multi-page reflection paper that includes how learning outcomes / goals were achieved, personal evaluation of the work-site and recommendations to improve experience.
Employer	Establishes learning objectives with the student, commits to providing the student with exposure to professional competencies, demonstrates relationship between classroom theory and the workplace, recommends books or readings related to the industry.	Provides observer documentation about the students learning and performance, provides the student with opportunities to observe professionals make decisions and solve problems and exposes the student to the variety of jobs performed in the workplace.	Reviews the students' reflection paper and completes an evaluation, notifies college of barriers to learning, such as gaps in knowledge content or other student deficiencies, strengths and competencies.
College Staff	College staff will look at Blackboard for program structure, review internship positions for appropriateness of learning objectives, review students' transcripts to evaluate knowledge content.	Facilitate dialogues on learning through blogs or other online media	Review reflection paper, student and employer evaluations, revise program based on reviews.

Despite the fact that Table 5 presents a non-credit internship program, the components are noteworthy and applicable to for-credit internships and will be considered for the ILP.

Divine, Miller, Wilson, and Linrud (2008) researched the popularity of internships. Their research indicates that, “Approximately 90 percent of colleges offer their students some type of for-credit internship or work- related learning experience” (Cook, Parker & Pettijohn, 2000; Gault, Redington & Schlager 2000 in Divine, Miller, Wilson & Linrud, 2008). The primary reason for the popularity of internships is that they offer win-win-win opportunities for students, employers and schools. Students benefit from internships because the professional work experience makes them more marketable (Taylor 1998); employers like internships because they provide risk-free-trial access to potential future employees (Coco 2000); and schools benefit from them because it helps strengthen their connections to the business community (Coco 2000; Gault, Redington and Schlager 2000 in Divine, Miller, Wilson, Linrud, 2008).

From here, we see the dynamic relationship among student, university, and business, and how a competitive internship program together with an experiential learning based course can help bring this relationship to the next level in sports terms.

This argument continues with Young and Baker (2004) who described an internship project and its benefits as follows. “An internship project can serve as an excellent Capstone experience for the third or fourth year sports management undergrad. The purpose of the project is to provide the intern with an opportunity to apply a variety of management skills and knowledge learned in previous sport management courses. The

project should allow the intern to demonstrate originality and creativity while overseen by an agency supervisor” (Young & Baker, 2004).

Table 6 presents a description of internship undertakings.

Table 6. Acceptable Internship Projects

(Cuneen & Sidwell, 1994 in Young & Baker, 2004)

- | |
|--|
| <ul style="list-style-type: none"> • Facility renovation • Studying facility usage • Designing promotional materials • Writing marketing case studies • Supervising program development and evaluation • Designing media guides • Developing organizational strategic plans • Creating policy and procedures manuals • Doing cost analyses • Performing SWOT (strength, weakness, opportunity, threat) analyses, developing fundraising plans • Writing grants • Implementing community relations activities |
|--|

This list suggests that students have several avenues to explore for internships. Cuneen and Sidwell (1994) argue that scholars and professionals do not always value the internship performance outcomes. They hold that frequently deans, provosts and vice-presidents question the awarding of academic credit to interns and the supervision of practicing professionals without scholarly credentials and experience. Recognizing the challenges from some high ranking academic offices, the ILP suggests that classroom theory is an important component of the course.

Young and Baker (2004) believe in establishing and sustaining academic rigor is paramount to a successful internship experience. Learning outcomes associated with

student reflection, employment assessment measures and defining all stakeholder responsibilities may all be required activities. These activities contribute to bridging the gap between the classroom and the business. Further, Young and Baker (2004) describe their academic requirements as follows, (1) integrate students prior knowledge, reflect on potential professional roles, test their industry skills, recognize their strengths, (2) provide faculty members with a mechanism to measure the interns success in applying classroom knowledge to the business situation, (3) through practiced learning experiences, the institutions academic mission will be maintained. Young and Baker (2004) suggest requiring interns to complete various academic exercises and submit a portfolio at the end of the internship. Each of these requirements established by course objectives is imperative.

Here, it is seen that the practical learning experience of the internship can be effectively incorporated into the sport management curriculum as a way to link classroom theory to professional practice. Parilla and Hesser (1998) suggested that internships deserve academic credit, when students are able to perform at a higher level of the cognitive domain by reflecting, analyzing, and providing critiques of their experiences. While functioning at these levels, interns not only display their knowledge of concepts learned in the classroom, but demonstrate their ability to apply various concepts and skills to the work situation” (Young & Baker, 2004).

In the above, I argue for an undergraduate program that is based on a model of experiential learning and internship opportunities. Now, I will discuss how having a coaching framework helps such programs to succeed. Schein (1995) provides his account

of incorporating coaching into his teaching method. His style easily accommodates the integration of MSOD into the proposed framework of the ILP.

If team members asked me what to do in relation to some aspect of their specific project, I attempted to get them to think it out with my help rather than giving an “expert” answer. Alternatively, I would provide a number of alternatives instead of a single solution if it was clear that I had to provide some level of expertise. The best way to get this across was to think of myself as a “coach” who would help with the projects but could not do the actual work.

The best setting for coaching was when one group was asked to consult with another group, an activity that I started midway into the course. Sometimes I would role-play the consultant before asking class members to do it, but the best learning actually arose when groups consulted with each other. Inevitably, the consultants would make ineffective comments, ask confrontational questions, or in some other way create a tense rather than a helping relationship. Once this happened I had two choices. I could let the interaction run its course and then get a reconstruction. A more effective intervention was to jump in immediately when something happened that seemed not to be optimally effective and provide an alternative or actually “role model” the alternative. This was direct coaching and was deemed by class members to be the situation in which they learned the most. In these settings, I became the “process expert” because we were working on real situations in which I did indeed have more experience (Schein, 1995, p. 23).

This argues that grounding the proposed program in the framework of coaching benefits the student. For this kind of program to succeed, the instructor must have the mindset of a coach that ‘role models the alternative’ in the words of Schein. Now, I reflect on my Organizational Dynamics at University of Pennsylvania experience.

In the Organizational Dynamics program, I have had many classroom experiences that brought to life Schein’s teaching philosophy, the ability to play various roles and to allow students to role-play as consultants for each other. As such, the MSOD program has impacted the framework of the experiential internship course. Additionally, my over twenty-five years of experience in sports management at every level, and my experience

as an adjunct professor on sports management and arena marketing topics have made substantial impact on framing the ILP. The following are select MSOD courses that have become part of the fabric that underlies the proposed ILP program.

DYNM 603 – Administrative Decision Making and Problem Solving provided the backbone of my journey at University of Pennsylvania. Managerial tools from this course have been implemented at work utilizing the various problem-solving strategies including the general Normative Model, Multi-Attribute Utility (MAU) and Vroom-Yetton-Sugo Normative Model. These decision-making tools will provide ILP students the knowledge that they can rely on different group decision-making approaches depending on the dynamics of each situation. Secondly, Mihaly Csikszentmihalyi's Creativity Flow and the Psychology of Discovery and Invention (1996) has become a literature resource for our marketing directors at work. In fact, Chapter 14, Enhancing Personal Creativity is required reading for all new marketing employees. The decision-making and creative tools are a part of the foundation of our marketing department and are a focal point for my classroom presentations. The six-step decision-making process may benefit the IPL student in their day-to-day internship challenges.

DYNM 602 – Leader Manager as Coach has provided the heart of my quest, with the creation of a personal coaching model. This model has been utilized in my job and may easily apply to the classroom, as all identified components are fundamental business competencies, i.e., communication, accountability, trust. For example, I have been able to institute a coaching mindset in my department. In so doing, the development of accountabilities and assessment protocol is not a downward only avenue. The involvement of employees, their assessments and into the assessment protocol is not only

desirable, it is necessary. This is critical in a leader as coach modality. Another aspect of the course that I have learned and now practice and share, is the art of asking good and timely questions. I continue to practice questioning instead of issuing immediate instructions or advice. The results of this change in style have been noticeable at the workplace in the role as a manager, and in class as an adjunct professor.

DYNM 542 – Theories and Models that Inform Coaching has provided the intellect for my path, by recognizing the multi-dimensional aspects of the individual involved in an organization. Two of the many coaching theoretical underpinnings explored were Multi-Dimensional Theory and Emotional Intelligence. From Multi-Dimensional Theory we garner a sense of interconnectedness. The marketing intern begins to learn the impact of his/her area on operations, sales, and management. Knowing and understanding such connectedness may prove beneficial for the student prior to and during their internship experience. Learning the theory of emotional intelligence, and more importantly the skills and competencies, has become integrated in the marketing department philosophy at Global Spectrum. In addition, it is often referred to in my adjunct professor courses to bring awareness to the importance of interpersonal skills in managerial roles.

DYNM, 641 – The Art and Science of Organizational Coaching has provided the conscience to my journey with self-awareness, life orientations (LIFO®), the coaching process of the Wilkinsky 9 Step, and the philosophy of Carl Rogers. The insights and tools from these are incorporated into the framework of the proposed course as they affect me for a lifetime. Carl Rogers (1992) defines three conditions as both necessary and sufficient to establish a healthy, helping relationship. They are empathy, authenticity

and unconditional positive regard. I have encountered management fads and initiatives that have made sense...walk the talk, keep an open door and show respect. Rogers provided a true underpinning for how and why these techniques work. They are deeply rooted in the foundation of healthy relationship development.

DYNM 673 – Stories in Organizations: Tools for Executive Development has provided inspiration to my quest, in recognizing that stories in organizations are tools for development. Dynamics 673 showcased the use of story technologies, a collection of story-based processes with directions, worksheets and examples of successful applications. Story technologies featured many organizational dynamic topics from role negotiation to critical incident reporting. Torbert's Action Inquiry (1944) identifies various stages of leadership development which can be used as an individual tool during the ILP and to identify the styles of those they encounter during their internship. The course featured weekly journaling supported by scholarly literature, which will be integrated into the framework of the experiential internship course. I have learned everyone has his/her own story and that the power of a story to convey meaning that underlies action is truly remarkable. ILP students will be asked to journal their experiences, their learning, problems they encountered, solutions they implemented and always what they learned. One option for a final presentation of learning by interns will be a narrative.

One could only imagine the impact if every manager had the opportunity to view their world through the lens of an MSOD. It would be so impactful if they could only learn Organizational Dynamics principles earlier in their career, perhaps during an Internship Learning Program.

My experiences as an executive in the field of sports management and as an adjunct professor teaching undergraduate courses in sport management, have provided a robust learning environment and played a significant part in framing the ILP that has been presented.

In my undergraduate teaching experience various components of the proposed ILP have been implemented. This learning by trial and error provides the necessary bridge to go from course to an integrated field experience.

During the undergraduate course, I assemble teams, review the practical applications of marketing, utilizing a systematic process to create a marketing plan for the assignment. Each class focuses on a different aspect of the plan and includes decision-making criteria, brainstorming, experiential story telling, all designed to engage each student. During the fourth or fifth class, I check-in with the group dynamics of each team: i.e., who is the leader, how is the team communicating, what is the progress? Each team shares their story. The final two classes are utilized for formal group presentations. Each member of the group is required to present, while a group paper is also submitted. Final presentation results have been excellent, from student's actually creating an event in a major venue for a professional team, to another student who performed his presentation using rap music.

Courses can be interactive. Students must be engaged early and often in the class. On one semester, our class was scheduled at 8:00 am. We all agreed that each team/group would take turns waking up the class – during the first three minutes of each session. Students brought in donuts for each other, sang to music of a boom box, and said the Pledge of Allegiance. More academic use of the interactivity involved teamwork.

Allowing students to choose their teams, team name, and create a leadership hierarchy is valuable in experiencing group dynamics. Students realize with real world examples that class teamwork sometimes mirrors business teamwork. Real life stories resonate when they pertain to the theme of the class.

A portion of the proposed framework is presently utilized by Global Spectrum. Not all internships are the same; in some instances, students receive tremendous learning experiences that will prove to be invaluable when they enter the work force.

Chapter 3 has presented foundations for the framework of the ILP. This foundation was based on research and scholarly works, my experience as an adjunct professor and sports management professional and the influences of the MSOD program. From the literature, a substantial case for experiential learning processes is presented. In particular, the works of Edgar Schein played a significant role in shaping the thought in this Capstone. My personal experience as an adjunct professor and as a Global Spectrum executive provided an overlay to the theory, what works and what does not work has been field tested for twenty-five years. Finally, the window of organizational dynamics was opened and enabled me to explore and utilize the work of thought leaders as it applied to the leader as coach, the use of narrative and underlying theories, models and frameworks that create a solid foundation of the learning principles of the proposed ILP. In Chapter 4 the framework for an ILP will be presented.

CHAPTER 4

GOALS AND STRUCTURE OF THE INTERSHIP LEARNING PROGRAM

Chapter 3 has attempted to set in place the foundations upon which the proposed Internship Learning Program (ILP) is based. The first foundational area comes from research and scholarly documents from the areas of sport management, experiential learning and internship programs. The second foundational area looks at the proposed ILP through the lens of the MSOD program that provide useful tools and frameworks. Finally, my experiences over a quarter of a century are directly relevant to the proposed ILP.

In this chapter, the goals and structure of the ILP are presented. Table 7 presents an overview of these goals (Cuneen & Sidwell, 1994, p. 47).

Table 7. Course Objectives

As a result of the internship experience, students will be able to:

1. Formulate an awareness of professional responsibilities associated with various areas of sport management.
2. Assess the internal dynamics of sports enterprise and industry.
3. Secure practical experiences in specific concentration areas.
4. Formulate professional behavior appropriate to the profession.
5. Formulate interpersonal and professional communication skills.
6. Develop abilities to work and cooperate with colleagues in individual and group activities.
7. Formulate and enhance a professional network.
8. Evaluate, analyze, and improve time management skills.
9. Evaluate, analyze, and improve stress management skills.
10. Evaluate sport management as a career choice.

Admittedly, these course objectives are robust and could be daunting for any program to commit to achieving. It will only be after several real offerings of the ILP that the true scope and ability of the ILP to deliver on these goals will be known. In order to maximize the likelihood of achieving most, if not all of these goals, a structure for the ILP will now be presented. The foundation of the ILP model, utilizes existing literature, my coursework and my professional experience. During the first third of the Internship Learning Program (ILP), students will create learning groups of three to four depending on the size of the class. Literature supports the strength of learning in groups. (Orkow, 2007, p 21) Schein agrees with the finding that, “Working in groups, creating parallel systems that allow relief from day to day work pressures, providing practice fields in which errors are embraced rather than feared, providing positive visions to encourage the learner, breaking the learning process into manageable steps, providing on-line coaching and help, all serve the function of reducing learning anxiety and thus creating genuine motivation to learn and change.” (Schein, 1995, p 5) “The creation of learning teams as part of a course promotes effective learning when psychologically safe conditions are present” (Wyss-Flamm, 2002).

Orkow (2007 in Levitt, 2009) supports the findings of Wyss-Flamm, (2002) as she links internships to the classroom, and explains that “an experiential learning program provides the most excitement for students; it is often where they learn differently, where theory is reinforced with real world experiences, and where students learn what they might want to do with their lives after they graduate.”

Within the framework of Orkow’s program (Orkow, 2007), seminars allowed the students to talk about their job site experiences were provided. Myers (2009) cited

Orkow's (2000) recommendation for additional seminar meetings, "because the students came to understand that it was the group learning during these seminars which concertized the experience in the field" (Orkow, 2000, p. 7. in Myers, 2009).

Once the teams are formed, they will meet weekly during and after class sessions and will submit a weekly progress report on specific goals, selected diagnostic thinking about the project, action steps taken and the result. "Human beings naturally make meaning from their experiences through conversation. Yet genuine conversation in the traditional lecture classroom can be extremely restricted or non-existent" (Kolb & Kolb, 2005, p. 207). The effective teacher builds on explorations of what students already know and believe on the sense they made of their previous concrete experiences. Beginning with this or related concrete experiences allow the learner to re-examine and modify their previous sense making in light of new ideas.

Once the teams have been determined and interns/students have completed the first three classes, the second third of the ILP including on-site internship experience with weekly ILP session, journaling, team discussion, and assigned readings will commence. Each student will begin engaging in the internship activities while attending the ILP once per week. Students will journal on a weekly basis, discuss with immediate team members their personal experience of the week, coupled with course readings and discussion. Each team will present challenges of the week for the class to discuss, and for the professor to direct. Meetings with the business contact employing the intern will occur pre internship, and mid way with a final meeting taking place among the intern, business and professor. Data will be compiled identifying work projects and results.

The role of the professor is significant based on the literature review. “Orkow (2007) defines an internship as a “carefully monitored work experience where a student has intended goals and activity which reflects their learning experience” (Orkow in Myers, 2009, p. 8).

Edgar Schein (1995) describes in his own words his role in the classroom, which is a model for the framework of the experiential ILP.

I serve as the animator, teacher, monitor, coach and consultant. In the initial three-hour session, I provide the structure, the tasks, the rules, and the challenge. The bulk of the time in class is devoted to explaining how things would work, convincing the class that these projects were for real and that at our last session we would all share what was actually accomplished. Students are so over trained to be passive that animating them to get involved is, in fact, the first challenge.

With the second class, I play a teacher role in providing various diagnostic models for the students to use in analyzing their individual and team projects. I suggest a number of books and asked people to read as much as possible early in the 14-week period since all of the diagnostic material was relevant up front. At the same time, I give weekly reading assignments to focus us on relevant materials during the first half of the semester.

Part of each class during the remainder of the course is devoted to short lectures on whatever seemed relevant at the time, war stories from my own experience, war stories that students told from their experience, and dealing with student questions on their projects. In dealing with questions, I shift my role increasingly to being a process consultant to the class and to the projects to highlight the importance of this role (Schein, 1995, p. 22-23).

Schein (1995) uses his own version in the classroom supporting the framework for the experiential course:

During the last two years I changed the structure of the class sessions by arranging us all in a circle, introducing the concept of dialogue, and starting each class with a "check-in" which involved asking each student in turn to say something about "where you are at right now" at the beginning of each class” (Bohm, 1989; Isaacs, 1993). Though this was at times cumbersome because it took quite a while for 30 people to check in,

the ritual itself became very meaningful and important to the class. The circle format and the dialogue assumptions made each session much more interactive and comfortable. It allowed me from time to time to also ask for a check out by going around the room near the end of class to see where people were. If we were short of time we used a truncated version of check in by asking each person just to say two or three words such as "anxious but motivated," "tired and sleepy," "comfortable and eager," "distracted" and so on.

The Check-In guaranteed that everyone would have a voice without having to raise their hand or figure out how to get in, a process that was especially important for the foreign students with language problems. One could see, week by week, how they become more comfortable during the check in and how this generalized to comfort in the remainder of the class session. Check-In also revealed the class mood, things that were going on in the students' lives that were a distraction, fatigue levels and other factors that enabled us all to start class work on a more "realistic" level. It reinforced the dictums that the author espouses--"always deal with the reality as you find it" and "go with the flow (Schein, 1995, p. 23-24).

Journaling is also a prerequisite for the framework of the ILP course as suggested by Myers (2009): "Students should complete a learning journal or diary including activities, challenges and accomplishments as they pertain to the learning" (p. 4).

Young and Baker (2004) also note that reflective learning activities such as journaling offer students the opportunity to reflect on experience, skills and abilities. Journals describe the intern's responsibilities and the activities of the employees resulting in an effective way to connect academic theory to practical experiences. Journaling allows students not only to think critically about skills needed for a specific sport management job, but also to document their strengths and weaknesses in improving their work performance. Work related situations can be journaled as the intern can benefit from assessing how day-to-day business is accomplished or not, describing or placing themselves in the shoes of the decision maker provides unique perspective for the intern.

Documenting both positive and negative experiences and how they affected achieving goals will help frame the internship experience. Young and Baker (2004) maintain that

... comprehensive, detailed internship journal should be a required component of any sports management field experience, and it should contain the following elements: description and analysis of assignments; progress toward the completion of assignments; assessment of the quality of work done on assignments; identification of specific accomplishments; and the amount and quality of interactions with the agency supervisor as well as with other agency personnel. Journals may be submitted weekly, bimonthly, or quarterly” (Young, & Baker, 2004).

The third phase of the ILP would feature the culmination of student learning in the course. Assignments would be identified to capture and apply the scope of learning. The first assignment will be a group project submitted in written form and through class presentation and discussion detailing the dynamic of working within a group. The second assignment will be an individual verbal presentation to the class explaining their experiential learning, highlighting what they enjoy, disliked and what they would change about the organization and/or internship. The third part of the program will provide data for future reference.

Schein’s view on projects and final reports supports the experiential course framework.

Toward the latter third of the course, I began a series of project reviews by inviting any groups that wanted some help to present their issues and have other groups or individual student be consultants. After a half hour or so of the group and their helpers operating in a fish bowl, I would open it up to the floor to get other comments. As unhelpful comments were made such as unsolicited advice or even punishment for mistakes that the group was perceived to have made, I would intervene in a coaching mode to examine what was happening. As pointed out above, these turned out to be some of the most salient learning experiences (Schein, 1995 p. 26).

Myers (2009) experiential research on the most effective measurement of student learning is a reflective paper documenting the experience. Young and Baker (2004) also suggest assigning a research paper and an intern project as part of the internship curriculum. “Self-assessment should first focus on accomplishments that are related to the course objectives, followed by unexpected outcomes and additional observations. The content should parallel the rubric that supervisors use for evaluations” (Young & Baker, 2004). They recommend specific steps for the project requiring the intern to develop a research paper first, then interview and observe a sport management professional based on the topic of the paper and finally create the document.

Cuneen and Sidwell (1994 in Young & Baker, 2004) recommend that interns create a written summary based on selected elements. First, the intern describes the business, the assignment, the objectives and the positive and negative outcomes of their effort. Next, the intern provides an analysis of personal and professional challenges and of personal and professional growth. Third, a list of recommendations for future interns who are placed at the same or similar business. Finally, as previously stated, a reflective summary is included at the end of the summary.

Perhaps the final assignment of the ILP is the evaluation of the organization or agency that offered the internship opportunity. This evaluation will assist in the future placement of program interns and perhaps influence whether a particular organization should be used in the future. Specific academic program criteria should guide the evaluation of the organization’s effectiveness and fit with the overarching goals of the ILP. Table 8 lists seven criteria that are recommended for use in the evaluation (Condensed from Cuneen & Sidwell, 1994, p. 95).

Table 8. Criteria for Site-Agency Evaluation

1. Acceptance of the intern as a functional member of the agency's staff and their willingness to integrate the intern into all appropriate activities, programs, and projects.
2. Provision of relevant experiences in administration, supervision, and leadership, and the cooperation of agency staff in providing professional growth experiences through training programs, seminars, and other developmental activities.
3. Provision of assistance in helping the intern meet personal and professional goals and objectives.
4. Possession of resources--such as publications, equipment, supplies--that are essential to the preparation of professionals.
5. Employment of qualified, professional staff with demonstrated capabilities to provide competent supervision.
6. The existence of regular conferences with the intern and ongoing evaluation of the intern's performance, which allow for relating classroom theory to practical applications.
7. Willingness to listen to and discuss suggestions that the intern might offer and to explain the rationale for accepting or rejecting them.

These seven criteria emphasize the importance of accountability in the relationship among employer (agency), university and student. A check and balance system for all three stakeholder regarding internship evaluation will be strongly considered for the ILP.

Chapter 4 provides the goals, structure, assignments and evaluations that would all be integral to the proposed ILP. The ILP as presented in this Capstone was built on the combined foundation of research, the MSOD program and my personal experiences as an academic and life-long professional in sport management.

CHAPTER 5

CONCLUSION

This Capstone proposes the framework for an experiential internship undergraduate class, or Internship Learning Program (ILP) in the field of sport management. The proposed framework was built on three foundations: first, research and scholarly documents from the area of sport management, experiential learning, and internship programs were reviewed. Second, theories and tools for the proposed program are considered and integrated through the lens of the MSOD program. Finally, my academic and career experiences are used to support the framework. Based on these three foundations, this Capstone provided goals, structure and assignments that may potentially be incorporated into the proposed ILP.

Students will benefit by treating the internship as trial employment. Future endeavors to create new and better ILP's have additional challenges to confront. The world of sport management and its historical use of interns and internship programs is changing, and changing quite quickly. The growth of the field of sport management, particularly venue management, is at least geometric and perhaps exponential. A billion dollar industry will soon become a multi-billion dollar industry. Already, the sixth largest sector of the economy, it could be fifth or fourth soon. Therefore, students will need to aggressively seek out opportunities and academic programs that provide the best opportunities for them to develop the skills they need to be competitive in the marketplace. This growth will feed the fires of competition for the dollars and competition for the talent. It is likely that every university with a respected sport management program will have to have a robust and enticing internship program.

Students will apply to and go to the universities with the ability to provide a seamless entry to the job of their dreams.

In addition to growth and competition, other driving forces that will impact the Sport Management industry will be legislation and government agencies. One of the challenges is the impact of the Fair Labor Standards Act (FLSA). Many professional sports organizations are required to comply with the FLSA. Regulations regarding proper treatment of interns as employees are going to significantly raise the cost of such programs. When I started as an intern and until very recently, the interns did everything for little or no money. Internship programs are going to grow at a rapid rate. Their costs are going to grow at a potentially astronomical rate, yet interns are the lifeblood for providing entry-level employment in the arena industry. For example, several members of our executive team of Global Spectrum began their careers as interns. Restricting interns' participation in the day-to-day activities of the job may result in the students' never displaying abilities, and the employer is being stymied by the lack of efficiency brought on by strict legislation. Thus, the student is not hired; the employer has a negative experience, and ultimately, figures out alternatives within the organization not through sport management graduates. Legislators, provosts, COSMA and business executives would benefit from considering a sustainable framework for internships.

Universities may decide to meet the needs of potential employers with as much rigor as they choose in creating their sport management curriculum, thereby, potentially creating better entry-level employees, better experiences for the employer, and enhancing the reputation of the sport management program. Universities and employers may benefit by determining if there is a disconnect between what is being taught in sport management

programs and what the industry needs. Perhaps, expanding the current curriculum and faculty to include organizational dynamics topics will balance the educational approach.

The advent of on-line degrees in sport management provides easier access for working professionals to participate from a variety of geographic locations. I think that a combination of in-class/experiential work and on-line activity may present a positive outcome for the student. However, similar to sport management internship programs, sport management departments would benefit from a consistent methodology and measurement of activities.

Universities may choose to offer instruction and support with Specific, Manageable, Action-oriented, Realistic, and Time-bound (SMART) goals during the internship. Perhaps, universities may offer two internships: one sophomore year, one senior year, which would require full work immersion. Universities may create and support pro-active sport management initiatives: such as, the Sport Entertainment and Venues Tomorrow (SEVT) at the University of South Carolina and the Sports Sales Combine created by Sport Marketing professors, Bill Sutton and Richard Irwin. SEVT is a three-day conference that combines sports and entertainment industry leaders, university teachers and students. The conference provides students with opportunity to network, exchange ideas, and share their resumes with industry experts. The Sports Sales Combine acts as a recruiting process and job fair for the ticket sales industry specifically targeting students. The Combine creates classroom role-playing activities; in addition, students learn to sell from the same recruiters who may hire them at the conclusion of the Combine. Both activities offer potential career opportunities for sport management

graduates. Sport management would benefit by supporting and creating student employee opportunities.

How You Growin'[™] is a program implemented by Global Spectrum and designed to mentor and promote from within the organization. One aspect of the program targets internships. The organization has formalized relationships with several universities; thereby, establishing internship opportunities with potential for employment. By establishing formal relations with the university sport management program, venue management may communicate their needs to the university, which may then be matched to the student. The goal is to create a measureable and sustainable process that would increase the talent pool for industry opportunity.

I am truly grateful for the support received throughout my career from my internship until today. One of my goals is to personally implement this program, measure the results, and then nurture the growth and cultivate the enhancement for the remainder of our organization. The Philadelphia based Global Spectrum manages eighteen college facilities throughout the country; therefore, if the program is a success, then, the framework may be applied to other markets.

This Capstone is not able to determine the effectiveness of this Internship Learning Program because no prior offerings that can be used as models exist. From my perspective, the next step is further research. First, the course would be offered, then tested, and modified accordingly. The impact of the ILP framework when actually utilized has the potential to be significant. Improved student learning, building their skill set, creating a better qualified graduate and securing them a job, are all potential outcomes for the student. Job opportunities may be realized due to ILP framework, for

example, support, class preparation for on-the-job execution, mentoring throughout the process, and finally, guidance for the student in creating a career path. By designing a model that combines the best elements of the classroom and business in a systematic and formal course pedagogy designed to bring real benefit to the student, the university and the employer. Ultimately, the proposed course of learning is to have the classroom serve as a business, and the business to serve as a classroom.

REFERENCES

- Andresen, L., Boud, D., & Cohen, R. (2000). Experience based learning. In Foley, G. (Ed.) *Understanding adult education and training*. Second Edition. Sydney: Allen Unwin, 225-239.
- Baker, R., & Schneider, R. (2001, March 29). *Selection and retention strategies to enhance success of sport leaders*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance and the Sport Management Council, Cincinnati, OH.
- Beard, F., & Morton, L. (1999). Effects of Internship Predictors on Successful Field Experience. *Journalism & Mass Communication Educator*, 53(4), 42-53.
- Bohm, D. (1989) On Dialogue. Ojai, CA.: Ojai Seminars. In Schein, E. H. (1995). *Kurt Lewin's change theory in the field and in the classroom: notes toward a model of managed learning*. Invited paper for a special issue of Systems Practice. Edited by Wheelan, S., 23-24.
- Boyatzis, R. E., Cowen, S. S., & Kolb, D. A. (Eds., 1995). *Innovation in professional education: Steps in a journey from teaching to learning*. San Francisco: Jossey-Bass.
- Case, R. (2007). *Old Dominion University Sport Management Internship Manual*. Norfolk, VA: Colley Avenue Printing.
- Chickering, A. (1976). Developmental change as a major outcome. In M. Keeton, (Ed.), *Experiential learning*. San Francisco, CA: Jossey Bass. P.: 62-107.
- Chouinard, N. (1993). Some insights on meaningful internships in sport management: a cooperative education approach. *Journal of Sport Management*. 7(2), 95-100.
- Claxton, C. S. & Murrell, P. H. (editors). (1987). Learning styles: Implications for improving education practices. *ASHE-ERIC Higher Education Report*, 4. Washington: Association for the Study of Higher Education: 79.
- Coco, M. (2000). Internships: A Try Before You Buy Arrangement. *S.A.M. Advanced Management Journal*, 65(2), 41-45.
- Cook, S. J., Parker, S.R., & Pettijohn, C.E. (2000). The Perceptions of Interns: A Longitudinal Case Study. *Journal of Education for Business*, 79(3), 179-185.
- Csikszentmihalyi, M. (1996). *Creativity flow and the psychology of discovery and invention*. New York: HarperCollins Publishers, Inc.
- Cuneen, J., & Sidwell, M.J. (1994). *Sport management field experiences*. Morgantown, WV: Fitness Information Technology.

Cuneen, J. (2004). The Teaching Professor, 1999 – Adding Rigor to the Sport Management Internship: Introduction. *Journal of Physical Education, Recreation & Dance*. 1(1), 20. Copyright 2004 *American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)*; Copyright 2004 Gale Group.

Cuneen, J. (2004). Adding rigor to the sport management internship: introduction. *The Journal of Physical Education, Recreation & Dance*. 75(1), 20.

Davis, J. R. (1993). *Better teaching, more learning*. Phoenix, AZ: Oryx Press.

DeSensi, J. T., Kelley, D. R., Blanton, M. D., & Beitel, P. A. (1990). Sport management curricular evaluation and assessment: A multi-faceted approach. *Journal of Sport Management*, 4(1), 31-58.

Divine, R. J., Miller, R., Wilson, J. H. & Linrud, J. (2008). Key Philosophical Decisions to Consider When Designing an Internship Program. *Journal of Management and Marketing Research*. Academic and Business Institute (www.aabi.com). 1(12-2008).

Divine, R., Linrud, J., Miller, R. & Wilson, J. H. (2007). Required Internships in Marketing: Benefits, Challenges and Determinants of Fit. *Marketing Education Review*, 17(2), 45-52.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Foster, S., & Moorman, A. (2001). Gross v. Family Services Inc.: The internship as a special relationship in creating negligence liability. *Journal of Legal Aspects of Sport*, 11, 245-267. In Gargone, D. Sport management field experiences: the impact of the Federal Labor Standards Act on internships. *The Sport Journal*. United States Sports Academy. 2008. Retrieved October 06, 2010 from HighBeam Research: <http://www.highbeam.com/doc/1G1-210441832.html>.

Foster, S, & Hatlem, P. (2010). *A conceptual understanding of outcomes assessment in sport Management: Are we punting or kicking off?* 2010 North American Society for Sport Management Conference (NASSM 2010)

FLSA Employment Status. Retrieved November 20, 2007, from http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_520/29CFR520.201.htm. In Gargone, D. Sport management field experiences: the impact of the Federal Labor Standards Act on internships. *The Sport Journal*. United States Sports Academy. 2008. Retrieved October 06, 2010 from HighBeam Research: <http://www.highbeam.com/doc/1G1-210441832.html>

- Gargone, David. (2008). Sport management field experiences: the impact of the Federal Labor Standards Act on internships. *The Sport Journal. United States Sports Academy*. Retrieved October 06, 2010 from HighBeam Research: <http://www.highbeam.com/doc/1G1-210441832.html>
- Gault, J., Redington, J., & Schlager, T. (2000). Undergraduate Business Internships and Career Success: Are They Related? *Journal of Marketing Education*, 22(1), 45-53.
- Hahn, K. (1990). *Hurricane Island Outward Bound School*.
- Haskell, R. E. (2001). *Transfer of learning: Cognition, instruction and reasoning*. San Diego, CA: Academic Press.
- Hymon-Parker, S., & Smith, C. (1998). Benefits and Limitations of Internships as viewed by Educators and Retailers / Commentary. *Journal of Family & Consumer Sciences*, 90(4), 76-81.
- Isaacs, W. N. (1993) Taking Flight: Dialogue, Collective Thinking, and Organizational Learning. *Organizational Dynamics*, Winter, 24-39. In Schein, E. H. (1995). *Kurt Lewin's change theory in the field and in the classroom: notes toward a model of managed learning*. Invited paper for a special issue of *Systems Practice*. Edited by Wheelan, S., 23-24.
- Itin, C. M. (1999). Reasserting the philosophy of experiential education as a vehicle for change in the 21st century. *The Journal of Experiential Education*. Fall 1999, 22(2), 91-98.
- Kelley, D. R. (1993). Development and application of program evaluation instrument on NASPE-NASSM accreditation standards: Reliability and objectivity [Abstract]. *The North American Society for Sport Management Abstracts*, 6, 23.
- Kelley, D. R. (2002). A best practices model for undergraduate sport management internships: A workshop addressing the satisfaction of all cohorts associated with the experiential education process [Abstract]. *The North American Society for Sport Management Abstracts*, 17, 112.
- Kelley, D. R. (2004). Quality control in the administration of sport management internship. In Cuneen, J. (2004). Adding rigor to the sport management internship: introduction. *The Journal of Physical Education, Recreation & Dance*. 75(1), 20.
- Kelly, K. (1999). *New rules for a new economy: 10 radical strategies for a connected world*. New York: Viking Press.
- King, B. (2009). New lessons to learn: sport management programs evolve to meet student demand, economic realities. *SportsBusiness Journal*. August 2009. 40.

King, B. (2010). Industry Vets see Teaching as Next Challenge. *SportsBusiness Journal*. August 2010. 1.

Kirk, K. B., & Thomas, J. J. (2003). The Lifestyle Project. *Journal of Geoscience Education*, 51(5), 496-499.

Kolb, D. A. (1984). *Experiential Learning*. Englewood Cliffs, NJ: Prentice Hall.

Kolb, D. A. (1999). *Learning Style Inventory, Version 3*. TRG Hay/McBer, Training Resources Group. 116 Huntington Avenue, Boston, MA 02116

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (1999). *Experiential Learning Theory: previous research and new directions*. Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, Cleveland, OH, Aug 31 1999.

Kolb, A. Y. & Kolb, D. A. (2005). Learning Styles and learning spaces: enhancing experiential learning in higher education. *Academy of Management Learning and Education*. 4(2), 193-212.

Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1), 35-43.

Levitt, R. J. (2009). *MSOD Thesis Penn Bookstore Interns*. University of Pennsylvania, Organizational Dynamics.: 1.

Lengnick-Hall, C. A. & Sanders, M. M. (1997). Designing Effective Learning Systems for Management Education: Student Roles, Requisite Variety and Practicing What We Teach. *Academy of Management Journal*. 40(6), 1334-1368.

Maynard, M. L. (1999). Challenging the 3.0 GPA Eligibility Standard for Public Relations Internships. *Public Relations Review*, 25(4), 495-507.

Myers, M. M. (2009). *Not-For-Credit Internships: How Do Students Apply and Build on What They Have Learned?* Presented at the Midwest Research-to-practice Conference in Adult, Continuing, Community and Extension Education, Northeastern Illinois University, Chicago, IL.:2.

Millenbah, K. F. & Millspaugh, J. J. (2003). Using experiential learning in wildlife courses to improve retention, problem solving, and decision making. *Wildlife Society Bulletin*. 31,127-137.

Neill, J. (2004). *Experiential learning cycles; overview of nine experiential learning cycle models*. Retrieved 08.26.2010 from <http://wilderdom.com/experiential/elc/Experientiallearningcycle.htm>)

New York Times. (May 27, 2009) In Sports Business Section.

Orkow, B. (2007, January). Legislative aides: a description of an undergraduate internship program. Paper presented at the annual meeting of the *Rocky Mountain Communication Association*, Denver, CO.: 2, 7.

Orkow, B. (2007, January). Legislative aides: a description of an undergraduate internship program. Paper presented at the annual meeting of the Rocky Mountain Communication Association, Denver, CO. In Myers, M. M. (2009). *Not-For-Credit Internships: How Do Students Apply and Build on What They Have Learned?* Presented at the Midwest Research-to-practice Conference in Adult, Continuing, Community and Extension Education, Northeastern Illinois University, Chicago, IL: 2.

Oxendine, C., Robinson, J., & Willson, G. (2004). Experiential learning. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved September 10, 2010, from <http://projects.coe.uga.edu/epltt/>

Parilla, P. F., & Hesser, G. W. (1998). Internships and sociological perspective: applying principles of experiential learning. *Teaching Sociology*, 26, 310-329.

Parkhouse, B. L. (1996). *The management of sport: its foundation and application*. Mosby; St. Louis, MO.

PR Newswire. (2005). *Feld Entertainment Partners With University of South Carolina on Unique Internship Program*. PR Newswire Association LLC. Retrieved September 30, 2010 from HighBeam Research: <http://www.highbeam.com/doc/1G1-38447710.html>

Perez, J. (2001). The Internship Edge. *Hispanic Business*, 23(10), 90-92.

Roger, C. (1969). *Freedom to Learn: A View of What Education Might Become*. (1st ed.) Columbus, Ohio: Charles Merrill In Patterson (1973) and Vallet (1977). *Roger's theory of learning evolved as part of the humanistic education movement*. Referenced on 10.01.2010 <http://tip.psycholog.org/rogers.html>

Schein, E. H. (1995). *Kurt Lewin's change theory in the field and in the classroom: notes toward a model of managed learning*. Invited paper for a special issue of Systems Practice. Edited by Wheelan, S.: 23-24.

Shor, I & Freire, P. (1987). *A pedagogy for liberation*. Massachusetts. Gergin and Garvey. MA.: 16-17.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press:16-17.

Simmons, A. (2001). *The story factor*. Cambridge, MA: Basic Books.

Stratta, T. M., & Kelley, D. R. (2001). A student-centered sport management internship [Abstract]. *The North American Society for Sport Management Abstracts*: 16, 86.

Stratta, T. E (2002). *Ensuring customer satisfaction: Meeting the needs of student interns*. Paper presented at the North American Society for Sport Management conference, Canmore, Alberta, Canada.

Swift, C. O., & Kent, R. (1999). Business School Internships: Legal Concerns. *Journal of Education for Business*, 75(1), 23 -26.

Summers, I. H. (2003). On undergraduate education. Harvard Magazine, July-August: pp. 63-65. In Kolb, A. Y. & Kolb, D. A. (2005). Learning Styles and learning spaces: enhancing experiential learning in higher education. *Academy of Management Learning and Education*. 4(2), 193-212.

Taylor, M. S. (1998). Effects of College Internships on Individual Participants. *Journal of Applied Psychology*, 73(3), 393-401.

The Teaching Professor. (1999, March). Internships: the educational rationale. Madison, WI: Magna Publications. In Cuneen, J. (2004). Adding Rigor to the Sport Management Internship: Introduction. *Journal of Physical Education, Recreation & Dance*. 1(1), 20. Copyright 2004 American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); copyright 2004 Gale Group.

Torbert, W. R. (1944). *Action inquiry: the secret of timely and transforming leadership*. San Francisco, CA: Berrett-Koehler Publisher, Inc.

Verner, M. E. (1993). Developing professionalism through experiential learning. *JOPERD - The Journal of Physical Education, Recreation & Dance*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) 64(7), 41-44.
Keeton, M.T., & Tate, P.J. (1978). Editor's notes: The bloom in experiential learning. Retrieved September 30, 2010 from HighBeam Research:
<http://www.highbeam.com/doc/1G1-14540849.html>

Williams, J. (2004). Sport management internships: agency perspectives, expectations, and concerns: knowing what the internship agency wants can help prospective interns prepare for the experience. In Cuneen, J. (2004). Adding rigor to the sport management internship: introduction. *The Journal of Physical Education, Recreation & Dance*. 75(1), 20.

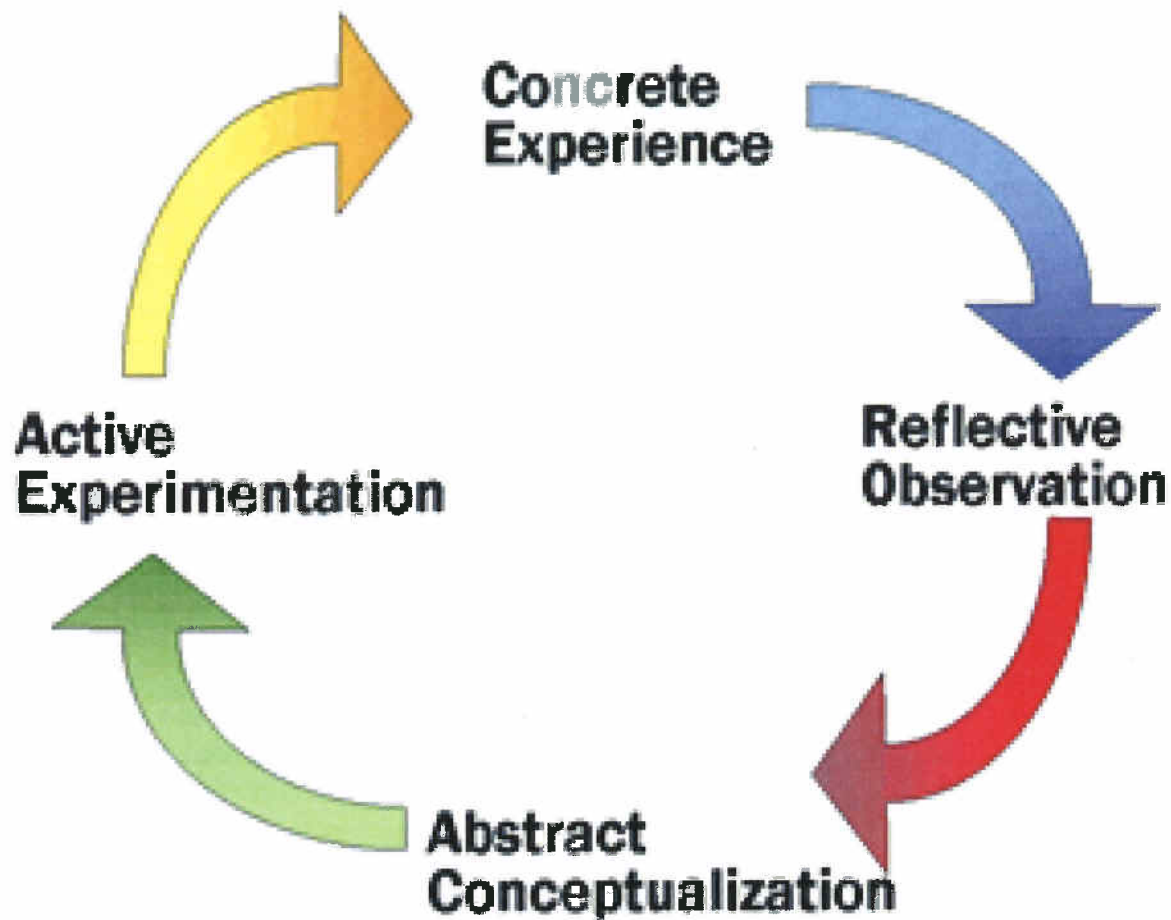
Wyss-Flamm, E. D. (2002). *Conversational learning and psychological safety in multicultural teams*. Unpublished PhD dissertation. Case Western Reserve University. Cleveland, OH.

Young, D. S. & Baker, R. E. (2004). *Not-For-Credit Internships: How Do Students Apply and Build on What They Have Learned?* Presented at the Midwest Research-to-practice Conference in Adult, Continuing, Community and Extension Education, Northeastern Illinois University, Chicago, IL.

Young, D. S. & Baker, R. E. (January 2004). Linking classroom theory to professional practice: the internship as a practical learning experience worthy of academic credit In Adding Rigor to the Sport Management internship. *Journal of Physical Education, Recreation, & Dance*. January 2004.

APPENDIX A

Kolb's Learning Cycle



Kolb's Cycle of Experiential Learning

image by Karin Kirk

APPENDIX B

Successful Internship Ingredients

Successful Internship Ingredients

These ingredients range from learning outcomes to stakeholder role descriptions.

1. Internships are educational in nature and they need to be treated as such.
Educational goals and objectives, as well as learning outcomes for the internship should be planned, implemented, and evaluated on a regular basis.
2. Since internships are educational in nature, they should be taken for college credit, and academic grades should be provided for the experience. Some internships last for one semester and other internships may last for an entire year. One of the keys to a successful internship experience is the quality of the learning and educational experience, and not so much the quantity or number of days spent on the internship.
3. A university internship coordinator and an onsite supervisor for the internship should be identified. Clearly stated duties and responsibilities for the university internship coordinator and the onsite supervisor should be put in writing and understood by each individual. Likewise, a comprehensive job description for the intern should be developed prior to the start of the internship experience.
4. A quality internship experience stresses more than just gaining on-the-job training and providing work experience. It also emphasizes the need to develop a solid work ethic, refining the intern's time management skills, developing self-confidence and leadership potential, demonstrating proficient written and oral communication skills, exhibiting a positive work attitude, and learning how to be a team player in the work environment. Networking with other professionals and

identifying individuals to serve as future employment references are other important objectives of the internship experience.

5. A legal contract between the college or university and the internship site should be established and put in writing, with all the expectations of each party clearly understood and followed. An internship orientation between the internship site and the intern should take place prior to start of the internship. Work related training and explanation of policies and procedures can take place at the orientation.
6. It is recommended that a university internship coordinator assist each student in searching for and identifying internships. A number of internship Web sites and directories are available for students to use in the internship search. The internship search should begin nine to twelve months before the student plans to start the internship experience. Although some predetermined internship placements with selected sport teams may be possible, it is recommended that a team approach be used to identify internship sites. In the team approach, the internship coordinator works closely with the future intern in order to identify and locate potential internship sites. The main problem with having just a few sites where interns can be placed is that these sites seldom offer employment opportunities to interns, because previous interns have already filled the full-time positions. A nationwide effort to identify internships can be realized by getting the students involved in the internship search process. As a result, interns can be placed throughout the United States. A number of these internships result in the interns being hired for full-time positions after the internship ends.

7. A number of colleges and universities offer internship seminar classes where the internship process is explained, internship contracts and forms are reviewed, and an active search for internships takes place as part of the class requirements.

Many colleges and universities have developed their own internship manuals that contain the forms required for the internship (Case, 2007). Internship seminar classes also focus on developing interview skills, as well as writing quality cover letters and resumes.
8. Internship site supervisors should develop job descriptions and expectations for the potential intern. These expectations can be discussed with the intern prior to the start of the internship experience or during the orientation period.
9. Effective internship grading techniques include weekly reports, short and long term project planning and evaluation, mid-term and final evaluations by the site supervisor, periodic intern site visits by the college or university internship coordinator, intern reaction papers at the mid-term and final stages of the internship, and a final notebook that includes weekly reports, a journal, evaluations, reaction papers, samples of assignments, or work completed on the job, etc.
10. Although some internships are paid a stipend (usually \$1,000 per month), many internships are volunteer and unpaid. Many of the best internships are unpaid. Sometimes, the internship experience serves as a type of probationary period, when the employer takes a look at the intern during the internship phase and then hires the intern to a full-time position; if, the employer feels that the intern is an excellent match for the organization.

11. Some interns prefer to complete the internship in one department within the organization, and other interns prefer to rotate to a new department about every 4 to 5 weeks. Since every internship is different, the ground rules for the internship need to be established in advance so that everyone is on the same page. If the intern ends up completing a year long internship, certain changes to the grading and weekly report systems may become necessary.
12. Finally, if the internship experience is planned and conducted with total commitment and educational quality as a first priority; then the student, the college or university, and the sport organization will benefit immensely from the experience. If the ingredients of a quality internship experience are followed, the internship can be the door to a student's future.” (Case, 2007)

APPENDIX C

Starting and Maintaining a Quality Internship Program

Starting and Maintaining A Quality Internship Program

Sponsored By



www.tccp.org

Compiled and Edited By
Michael True
Director, Internship Center
Messiah College
Grantham, PA 17027
(mtrue@messiah.edu)

Special thanks to the Pittsburgh Technology Council and Messiah College
for providing materials to make this manual possible.
Second Edition

INTRODUCTION

The dream...hire experienced employees who require very little, if any, training. But this dream conflicts with reality. How can organizations meet the needs of today and prepare the workforce of the future? One solution is to develop a quality internship program. This booklet will assist you in doing just that.

What Is An Internship?

An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience. Characteristics include:

- + Duration of anywhere from a month to two years, but a typical experience usually lasts from three to six months.
- + Generally a one-time experience.
- + May be part-time or full-time.
- + May be paid or non-paid.
- + Internships may be part of an educational program and carefully monitored and evaluated for academic credit, or internships can be part of a learning plan that someone develops individually.
- + An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional "learning agenda" is structured into the experience.
- + Learning activities common to most internships include learning objectives, observation, reflection, evaluation and assessment.
- + An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization needs done.
- + Internships promote academic, career and/or personal development.

Adapted from materials published by the National Society for Experiential Education (NSEEF)

How Do Internships Benefit Employers?

- + Year round source of highly motivated pre-professionals
- + Students bring new perspectives to old problems
- + Visibility of your organization is increased on campus
- + Quality candidates for temporary or seasonal positions and projects
- + Freedom for professional staff to pursue more creative projects
- + Flexible, cost-effective work force not requiring a long-term employer commitment
- + Proven, cost-effective way to recruit and evaluate potential employees
- + Your image in the community is enhanced as you contribute your expertise to the educational enterprise

STEPS TO BEGINNING AN INTERNSHIP PROGRAM

Designing an internship program that meets your needs

As varied as companies are in age, size, industry and product, so too are their internship activities. How do you know what kind of program will work best for you? Designing an internship program to meet your needs is as easy as five steps.

Step 1: Set goals

- ✦ What does your company hope to achieve from the program?
- ✦ Are you a small company searching for additional help on a project?
- ✦ Is your company growing quickly and having difficulty finding motivated new employees?
- ✦ Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting and rewarding experience?
- ✦ Is your organization searching out new employees with management potential?

A careful discussion with management in the organization can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. As many staffing professionals may know, in order for a program to be successful, it will require the commitment of management. After all, management may be the people providing the internship experience.

Step 2: Write a plan

Carefully plan and write out your internship program and goals. After all, managers, mentors, interns and university career centers are all going to be reading what you write about the internship. Draft a job description that clearly explains the job's duties. Do you want someone for a specific project? General support around the workplace? To give the intern a taste of everything your company does? Structure the internship ahead of time so that you can be sure to meet your goals and not find yourself floundering partway through. (see the Internship Position Description later)

Things to think about include:

Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives.

Where will you put the intern? Do you have adequate workspace for them? Will you help him or her to make parking arrangements, living arrangements, etc.?

What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand – it'll help you narrow down the choices and find the best candidates.

Who will have the primary responsibility for the intern? Will that person be a mentor or merely a junior manager gaining management experience?

What will the intern be doing? Be as specific as possible. Interns, like others in the process of learning, need structure so they don't become lost, confused or bored.

Do you want to plan a program beyond the work you give your interns?

Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they're likely to tell their friends — word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

These are just some of the questions to consider. Your company's approach will depend on your specific resources and needs.

A very important part of your plan should be the assignment of a mentor or supervisor — that is, someone from the intern's department who will be in charge of the intern. This person doesn't have to be a teacher per se, but should be selected because he or she likes to teach or train and has the resources to do it. If the person you select has never mentored an intern before, give him or her some basic training in mentoring.

Step 3: Recruit an intern(s)

How will you find those ideal candidates to fill your internship position(s)? ***The number-one tip from those who have established programs is to get out there early!*** This cannot be overemphasized to companies that want the very best interns. Begin searching three to four months before you need a student to begin. Starting early has other advantages: the longer you accept applications, the better your chance of finding the best person for the job. The sooner you get one, the longer you have to form a good working relationship with him or her.

When you're out recruiting, **develop relationships with local recruitment resources.** Promote yourself with school-to-work coordinators in high schools and with the career or internship centers at colleges and universities, attend internship and job fairs, place ads in their school newspapers and websites, and send material to student organizations. Promote yourself elsewhere in the city by getting to know people at local employment organizations, and youth employment projects. Post advertisements on such organizations' websites and get to know the contacts there.

And remember, **choose your interns just as carefully as you'd choose permanent employees.** After all, they might be permanent employees some day. You're making an investment. Time and money will go into this person, and they won't pay off if they go into a flawed vessel. This is where the interview will come in handy: Is the intern truly motivated, or does he or she just want a job? Will the intern fit into your corporate culture? Does he or she have the level of experience you need? With careful consideration of whom to hire at the beginning, you can avoid some of the most common pitfalls of internships.

Last, but certainly not least, **learn the legal implications** of hiring interns. Just like any other workers, they are subject to legal protections and regulations. Protect yourself and your intern by knowing the laws: How much can you pay him or her? What

work can and can't you assign? This is especially important if your company employs a lot of international students, who need special qualifications to work in the U.S. Consult your corporate lawyer or the intern's school office of international education, if you think you might run into problems. (see legal section later in this manual)

Step 4: Manage the intern(s)

This is the easy part: Once you've hired a worker, you have him or her work, right? That's true for interns as well as regular employees, but with an intern, you'll be making an important first impression. The beginning days of the internship program are often its defining days. When you give them their first tasks, you're signaling what can be expected in the future. If you give them nothing or very little to do, it sends a message that this job will be easy – and boring. Interns don't want that, and of course, neither do employers. The organization of your internship program will probably be the single most important influence on an intern's impression of your company, and thus the chances that he or she will come back. So how do you "plan for success"?

Consider the goals of your program. The nature of the program and the activities that you choose to undertake should directly relate to your program goals.

First things first: Orient your intern to his or her new workplace. This might take the form of a conventional orientation program or merely a walk around the office, depending on the size of your company. After all, even though they may not be permanent employees, they'll be spending a great deal of time in your workplace. Give interns an overview of your organization; some companies give talks or hand out information about the company's history, vision and services. Explain who does what and what the intern's duties will be. Introduce him or her to co-workers and point out the kitchen and bathroom. Making your intern at home in the office is your first step to bringing him or her back.

Give your intern the resources he or she needs to do the job. That may sound obvious, but you'd be surprised at how many companies stick their interns out in the hallway or transfer them from desk to desk. That sends a potent message you don't want to send: Interns aren't important; we don't want you here. Give the intern a desk, point out the supply room, and introduce the tech support people. If you intimidate your interns into silence, you could miss out on valuable contributions to your projects—or warnings about impending problems.

Keep an eye on the intern. This doesn't mean to watch their every move, but do make sure you know what's happening with their daily tasks. Watch for signs that the intern is confused or bored. As often as silence means that an intern is busy, it also could mean that he or she is confused and shy about telling you so. It's easy to be shy in a workplace full of older strangers who all know each other. See whether the intern is trying to do anything that requires someone else's input. Make sure that work is taking precedence over web browsing. Paying attention early helps you head off problems and bad habits early on.

Along those same lines, it's important to **give them lots of feedback!** Especially if your interns have never done this kind of work before, they'll want to know if their

work is measuring up to your expectations. No matter what the level of experience, they need you, as a more experienced worker, to let them know if their work is officially "okay". Periodically, examine what your intern has produced and make suggestions.

Evaluate the intern's progress every now and then.

Remember those goals you outlined before? A few weeks after the internship begins, it's time to see how well you and your intern are meeting those goals. Evaluation processes differ. Yours might be as formal as written evaluations every three weeks or as informal as occasional lunches with the internship coordinator and/or the intern's mentor. Some companies have the intern evaluate the experience and the company as well. Again, your structure is largely up to your corporate culture and needs. As an added bonus, these evaluations will be handy later if you decide to interview a former intern for full-time work, or to publicize how successful -your program has been. (see forms further on)

Maintaining program popularity will require hard evidence that your company is getting a return on its investment. Some companies have adopted a process of formal exit interviews. Through this process they can determine if interns are leaving the company having had a good experience and provide valuable feedback to managers and for program planning in the following year.

In addition to qualitative measures, a number of quantitative measures have also been adopted. Some common measures include the number of interns that become full-time employees; repeat requests for interns from managers; and growing numbers of intern applicants. In order to successfully measure your own program outcome, you should return to the stated program goals, and address those outcomes.

Keep your focus on the future

With the job market experiencing a dearth of qualified employees, it only makes sense to investigate early those quality high school, community college, technical school and college students whom you can bring back later. Take on interns now and you'll have a competitive advantage in recruiting the best workers—you'll already be known to the employees you want most. Your new workers will already be trained for your workplace and loyal to your company, lowering training time, recruiting costs and turnover rates. You'll build a reputation that will pay off with students, colleges and the community. And your company will save money while benefiting from the input of talented, enthusiastic, innovative people. With all of these advantages, you might find that you can't afford not to do internships.

LEGAL ISSUES

Do you have to pay interns?

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000.00, severely restricts an employer's ability to use unpaid interns or trainees. It does not limit an employer's ability to hire paid interns.

You don't have to pay interns who qualify as leaders/trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

- 1) Interns cannot displace regular employees
- 2) Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience)
- 3) Interns are not entitled to wages during the internship
- 4) Interns must receive training from your company, even if it somewhat impedes the work of your organization
- 5) Interns must get hands-on experience with equipment and processes used in your industry
- 6) Interns' training must primarily benefit them, not the company.

Workers' and Unemployment Compensation

Workers' compensation boards have found that interns contribute enough to a company to make them employees. It's wise to cover interns under your workers' compensation policy even though you aren't required to do so. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep In Mind

Even if a student is working through a school program for which he or she is being "paid" in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving any immediate advantage by using him/her.

Paid interns make ideal workers — hungry to learn, eager to make a good impression and willing to perform even the most menial tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.

The employer should identify the specific terms and conditions of employment (e.g., dates of employment as intern, including date internship will end; compensation; organizational and/or reporting relationships; principal duties, tasks or responsibilities; working conditions; any other expectations of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion with a written agreement setting forth both parties' understandings, and have it signed by both the employer and the intern.

If an intern is harassed at your organization, and you don't do anything about it, your organization opens itself to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organization's harassment policy and complaint procedures.

International Students

The most common visa types employers will see on college campuses, when recruiting international undergraduate or graduate students for either full-time or internship positions are the F-1 and J-1 visas.

"An F-1 visa is granted to a person coming to the United States to attend a college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or language training program approved by the U.S. Attorney General for study by foreign students. The visa holder plans to return home after completing studies. This is the most common non-immigrant visa for an international student attending undergraduate and graduate school. Students are granted F-1 status until the completion of the academic program and 12 months of post-program practical training. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Anything outside of study, including employment, is an exception to the visa. Authorization for employment is strictly limited to certain situations.

- ✦ The student holding F-1 status for a full academic year and in good academic standing may work off campus. Such work authorization is granted when the student has sustained unforeseen economic hardship. Also, the student may not work for more than 20 hours per week when school is in session, but may work full time during holidays and vacations, including breaks between terms, provided the student intends to register for the next school term.
- ✦ Curricular Practical Training: An F-1 student may perform curricular practical training prior to the completion of the educational program as part of his or her educational experience. The INS defines this type of training as 'alternate work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through agreements with the school.'
- ✦ Post-Completion Practical Training: This is temporary employment directly related to the student's major area of study that takes place after the student completes a full course of study. Authorization for this training may be granted for a maximum of 12 months of full-time or part-time work. Those on a student visa can only gain authorization once for this type of training."

The above information is adapted from a web article by Rochelle Kaplan, General Counsel for the National Association of Colleges and Employers (NACE). Reprinted with permission of the National Association of Colleges and Employers, copyright holder. For more information on these and other legal issues related to hiring, see NACEWeb at www.naceweb.org.

Employers can take advantage of a nationwide service provider who handles all the necessary paperwork and processing for international students to work in an organization. The largest provider is:

Immigration Support Services
1300 Bent Creek Blvd.
Mechanicsburg, PA 17055
Phone: 800-437-7313
Web: www.immigrationsupport.com

RESOURCES

National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted.

Cooperative Education and Internship Association (CEIA)
4190 S. Highland Dr., Suite 211
Salt Lake City, UT 84124
Phone: 800-824-0449
Fax: 801-984-2027
Web: www.ceiainc.org

National Association of Colleges and Employers (NACE)
62 Highland Avenue
Bethlehem, PA 18017-9085
Phone: 800-544-5272
Fax: 610-868-0208
Web: www.nacweb.org

National Society for Experiential Education (NSEE)
9001 Braddock Road, Suite 380
Springfield, VA 22151
Phone: 800-528-3492
Fax: 800-803-4170
Web: www.nsee.org



Degree Requirements

Effective for the Class of 2011 and all incoming students.

The **undergraduate curriculum** is designed to create a foundation of principles in economics, business and management which students will then apply to a job in the sport industry. Students take core courses in the Sport Management Department, the School of Management as well as other departments.

Required Out-of-Department Courses - 30 Credits

- ECON 103** - Introduction to Microeconomics (SB) **OR** **RES-ECON 102** - Introduction to Resource Economics (SB)
- ECON 104** - Introduction to Macroeconomics (SB)
- MATH 121** - Linear Methods and Probability for Business (R2) **OR** higher level of MATH
- STATISTICS 240** - Introduction To Statistics (R2) **OR** **RES-ECON 211** - Introduction Statistics/Life Science (R2) **OR** **RES-ECON 212** - Introduction Statistics/Social Science (R2)
- CMPSCI 105** - Computer Literacy (R2) **OR** **SCH-MGMT 210** - Introduction To Business Information Systems
- ACCOUNTING 221** - Introduction To Accounting I
- HT-MGT 260** - Hospitality Personnel Management **OR** **MANAGEMENT 314 OR 315** - Human Resource Management
- FINOPMGT 301** - Corporation Finance
- MANAGEMENT 301** - Principles of Management
- MARKETING 301** - Fundamentals of Marketing
- SCH-MGMT 310** - Management Communications (Junior Year Writing)

Required Sport Management Department Courses - 22 Credits

- SPORTMGT 210** - Introduction To Sport Management
- SPORTMGT 200** - Sociology of Sport & Physical Activity (SB) **OR** **SPORTMGT 202** - History of Sport & Physical Activity (HS) (4 credits)
- SPORTMGT 335** - Introduction To Sport Law
- SPORTMGT 321** - Sport Marketing
- SPORTMGT 424** - Sport Finance & Business
- SPORTMGT 480** - Sport Management Policy

Choose One Track:

General Curriculum Track - 9 Credits - Total Major Credits = 61

Three Additional Sport Management Electives - Three additional SPORTMGT courses at any level (200, 300, 400) OR 9 credits of SPORTMGT Electives excluding Independent Study credits

Internship Track - 15 Credits - Total Major Credits = 67

One Additional Sport Management Elective - One additional SPORTMGT course at any level (200, 300, 400)

SPORTMGT 498 - Practicum (12 Credits) **OR SPORTMGT 499K** - Honors Internship (6 Credits) **AND SPORTMGT 498K** - Honors Research (6 Credits)

© 2008 University of Massachusetts Amherst. Site Policies. This site is maintained by Isenberg School of Management. Isenberg Sport Management Department Site Map

UMASS – SPORT MANAGEMENT UNDERGRAD COURSES

Course Descriptions

Courses are 3 credits, unless otherwise specified. Curriculum is subject to change at any time, and not all courses will be offered every semester.

- **SPORTMGT 200 - Sociology of Sport and Physical Activity** An examination of the social relations within the institution of sport and its role in the reproduction and transformation of society. Topics include socialization, stratification, gender relations, race and ethnicity and social change. (4 credits)
- **SPORTMGT 202 - History of Sport and Physical Activity** A survey of the history of modern sport and other forms of organized physical activity. Emphasis is placed on the struggles of women, people of color, and athletes to gain access and control of organized sport in the United States. (4 credits)
- **SPORTMGT 210 - Introduction to Sport Management** An overview of the business of sport, including career opportunities. A study of the value of professional management to sport organizations.
- **SPORTMGT 294B - History of Baseball** A view of American history from (1840-2004) through the eyes of our national pastime including labor battles between owners and players, famous Managers and Commissioner, legendary players and their accomplishments, struggles of minorities, women and immigrants, legislature and judicial involvement in baseball and the Steroid era. (4 credits)
- **SPORTMGT 321 - Sport Marketing** A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisite: MKTG 300 or MKTG 301.
- **SPORTMGT 323 - College Athletics** An introduction to the management of college athletics, including a review of the organizational structure in regards to the intercollegiate athletic department, conferences, and the NCAA. Analysis of the prevailing issues in college athletics including financial trends, academic recruiting legislation, conference realignment, reform, and Title IX/gender equity.
- **SPORTMGT 335 - Introduction to Sports Law** A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations.
- **SPORTMGT 375 - Public Assembly Facility Management** An investigation of the functions of management in terms of operating and financing public assembly facilities. Included are public and private arenas, coliseums, and stadiums.
- **SPORTMGT 377 - Professional Sports Industry** An examination of professional team sports as well as individual based sports such as professional golf, tennis, autoracing, and boxing including topics such as ownership, league operations, governance, the role and impact of television, labor/management relationships, licensing and sponsorship, and the perceived role of professional sport in American


society. Course content will be disseminated through a combination of lectures, guest speakers, videos, readings field trips, and student presentations.

- **SPORTMGT 391B - Seminar: Sport Broadcasting** An introduction to the relationship between sports and broadcasting in the American culture. A survey of historic, economic, legal and technical aspects of broadcasting, including an investigation of audience research, selection of events, networks, and rights fees.
- **SPORTMGT 391C - Sport Agencies** Exposure to the development and evolution of the sports agency industry, with a particular focus on the legal and ethical issues raised in that segment of the professional sports industry. The key areas of emphasis include contracts, antitrust law, labor relations, and agent-athlete relations. While the majority of the course materials focus on North American professional team sports, a global view of professional sport and the law will be encouraged.
- **SPORTMGT 396 - Independent Study** Projects, papers, or research. Must be approved and sponsored by a faculty member and approved by the Chair of the Curriculum Committee.
- **SPORTMGT397H - Community Relations in the Sport Industry** A seminar course combining readings from sociology, urban studies, social change and sport marketing to explore the state of community relations within the sport industry. The goal of the course is to introduce the theoretical foundation, and provide the technical knowledge, to students who want to work in community relations in sport. This course also offers a 1.0 credit Community Service Learning option during the semester.
- **SPORTMGT 424 - Sport Finance and Business** Basic theory in finance and accounting applied to managerial control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies.
- **SPORTMGT 431 - Amateur Sport and the Law** Introduction to the case method of legal study, with an examination of legal issues particular to amateur sport. Identifying and analyzing the legal ramifications of actions of amateur athletic associations and their athletes. Emphasis on the regulation of amateur athletics, constitutional issues, and tort liability. Prerequisite: SPORTMGT 335.
- **SPORTMGT 498Y - Internship in Sport Management (minimum 12 credits)** On-the-job learning experience in a segment of the sport industry. Minimum of 13 weeks. Pass/Fail only. Internship track and consent of advisor.
- **SPORTMGT 480 - Sport Management Policy** Critique of existing policies and development of suggested policies for the management of sport organizations. A discussion of ethical issues encountered by today's sport managers. Capstone course for the seniors integrating academic work studied throughout the curriculum.
- **SPORTMGT 488 - Professional Sports and the Law** An in-depth case-study analysis of the law as it applies to the professional team sports industry. Emphasis on contracts, labor law, antitrust law, collective bargaining, arbitration, and presentation of the professional athlete. Prerequisite: SPORTMGT 335.
- **SPORTMGT 491H - Seminar: Sport Event Sponsorship (Fall Semester)** Overview of all elements of sport event sponsorships, including rationale, benefits, proposal development, and solicitations. Key component is solicitation of sponsorships for spring event. Open to Sport Management Majors with permission of the instructor.

- **SPORTMGT 492H - Sport Event Management (6 credits) (Spring Semester)** Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing and conducting of an event during the semester. Open to Sport Management majors with permission of instructor.
- **SPORTMGT 493A - Seminar: International Sport Management** Overview of organization and management of international sport, including the Olympic movement. Examination of the globalization of U.S. professional sports.
- **SPORTMGT 494H - Seminar: Ethics in Management of Sport Organizations** An analysis of moral and ethical issues in organized sport. Emphasis is placed on the conflicts sport managers face as they attempt to operate commercial enterprises without compromising the basic tenants of sport and within the confines of the governmental structure of leagues. Open to Sport Management Majors with permission of instructor.
- **SPORTMGT 495H - Seminar: Advance Sport Marketing (Sales Strategy) (Spring Semester)** An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing and solicitation to an existing sporting event in order to enhance its presentation and meet class defined objectives. Open to all Sport Management Majors. Prerequisite: SPORTMGT 321 and permission of instructor.
- **SPORTMGT 497A - ST: Advanced Sport Sociology** Explores the history of violence and discrimination in the world of sport. These particular problems continue to perplex sports administrators and enthusiasts. This course will examine in close detail the problems and possible solutions.
- **SPORTMGT 497B - Seminar: Sports and Violence** Sports and Violence utilizes Smith's typology of Sports Violence and Syke's categories of Moral Worth to investigate supposed legitimate and instances of violence in and out of sport. Students will investigate the use of abusive practices by players, coaches and administrators. We will also study instances of self abuse as well as preventive practices to lessen abuse.
- **SPORTMGT 497C - Seminar: Race and Sport** Race and Sport investigates how racial and gender formation degraded, defamed and denied women and people of color the opportunity to participate in sport. The course will recognize the important milestones overcome and those yet to be broken. This course puts a premium on students being able to critically analyze the institution of sport.
- **SPORTMGT 497H - ST: Advanced Issues in Sport Sociology** Explores one or two fields of sociological research in detail in combination with experiential learning. Built around recent research and writings and will depend on the instructor's interests and the current state of the field. Recently the course has explored sport in the context of Urban Sociology/Community building with an eye toward developing skills for a career in Community Relations. Students are expected to put in 40 hours of volunteer work in addition to course work. Open to all Sport Management majors.

Additional Courses are available to students in the **honors track**.

SPORTMGT 391A - Sports Strategic Communication



University of
South Carolina

South Carolina's Flagship University

MAKE YOUR
Gift Online

SUPPORT USC TODAY

SPORT AND ENTERTAINMENT-MANAGEMENT UNDERGRADUATE PROGRAM

[FUTURE STUDENTS](#)
[UNDERGRADUATE ADMISSIONS](#)
[GRADUATE ADMISSIONS](#)
[COLLEGE OF HRSM](#)

About Sport and Entertainment Management

Course Descriptions

Degree Requirements

Advising and Timeline

Recommended Schedule

Internship and Practicum

Minor

Student Profiles

Undergraduate Program Home

News and Events

Faculty and Staff


Alumni

Events

Spirit Telecom Legends Challenge

Sport, Entertainment, and Venues Tomorrow Conference (formerly ICSEB)

Journal of Venue and Event Management



DEGREE REQUIREMENTS

Our curriculum is a business oriented degree tailored to meet the specific conditions and demands of the Sport and Entertainment industries.

Grading Requirements

A grade of "C" or higher must be earned in basic English ENGL 101 and ENGL 102 as well as all Sport and Entertainment Management courses.

All students must complete the following requirements:

- General Education Requirements (46 hours)**

English (12 hours)

 - ENGL 101
 - ENGL 102
 - ENGL 282-286 (select one course)
 - TSTM 342 or ENGL 463 or MGMT 250

Humanities and Social Sciences (21 hours)

Seven courses with a maximum of two courses in each field. Courses must include:

 - SPCH 140
 - ARTH 105 or ARTH 106 or ARTE 101 or DANC 101 or MUSC 110 or MUSC 140 or THEA 200 (select one course)
 - at least one course in history

Foreign Languages

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language proficiency test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

Mathematics and Sciences (13 hours)

MATH 122 and STAT 201

Two science courses (one of which must have a laboratory) from the following sciences: astronomy, biology, chemistry, geological sciences, marine science, physics, and environmental studies (7 hours).
- Major Requirements (66 hours)**

Fundamental Knowledge (27 hours)

Business Administration

 - MKTG 350 - Principles of Marketing

The College of HRSM prepares leaders and scholars who drive the economic engines of SC, the nation, and the world.

Alumni News

College News

News Archives

Contact Us

Search

More search options

- b. FINA 363 – Introduction to Finance
- c. MGMT 371 - Principles of Management
- d. TSTM 240 - Business Law

Economics

- a. ECON 224 Principles of Economics

Hospitality, Retail, and Sport Management

- a. HRSM 301 Professional Development Seminar

Retailing

- a. RETL 261 - Functional Accounting I
- b. RETL 262 - Functional Accounting II
- c. RETL 344 - Personnel Organization and Supervision

Sport and Entertainment Management and Professional Specialization Course Work (39 hours)

- a. SPTE 201 - Introduction to Sport and Entertainment Management
- b. SPTE 274 - Computer Applications in Sport and Entertainment Management
- c. SPTE 295 (6) - Practicum
- d. SPTE 380 - Sport and Entertainment Marketing
- e. SPTE 440 - Sport and Entertainment Business and Finance
- f. SPTE 444 - Sport and Entertainment Event Management
- g. SPTE 495 (6) - Internship in Sport and Entertainment Management
- h. and four of the following courses with advisor's consent:
 - SPTE 110 - Sport and Entertainment in American Life
 - SPTE 202 – Introduction to Live Entertainment
 - SPTE 203 – Introduction to Events and Venues
 - SPTE 302 -- Artist Representation and Management
 - SPTE 303 -- Live Entertainment Tour Management
 - SPTE 325 - Resort and Club Recreation Programming
 - SPTE 340 - The Sporting Goods Industry
 - SPTE 399 - Independent Study
 - SPTE 402 -- Entertainment and the Law
 - SPTE 404 -- Promoting Entertainment Events
 - SPTE 430 - Sport and Entertainment Services Marketing
 - SPTE 435 - Spectator Facilities Management
 - SPTE 490 - Special Topics in Sport and Entertainment Management
 - SPTE 530 - Sport and the Law
 - SPTE 580 - Business Principles in Athletic Management
 - SPTE 635 - Sport and Entertainment Event Development
 - SPTE 650 - Integrated Marketing Communication in Sport and Entertainment
 - JOUR 328 - Principles of Public Relations
 - JOUR 458 - Creative Strategy in Advertising

3. General Electives with Consent of Advisor (15 hours)
[Return to Top](#)
[USC LINKS:](#)
[USC Directory](#)
[USC Map](#)
[Events](#)
[VIP](#)
[Site Information](#)
Columbia, SC 29208 • 803-777-4290 • [Webmaster](#)

© University of South Carolina Board of Trustees



Ohio University

Oct 01, 2010

Catalog Search

Courses

Enter Keyword

GO

☐ Whole Word/Phrase[Advanced Search](#)[Catalog Home](#)[Quarters to Semesters](#)[Transition: A](#)[Commitment to Students](#)[General Information and Policies](#)[Diversity Commitment](#)[Vision, Mission, and History](#)[Graduation Requirements - Universitywide](#)[General Education Requirements](#)[University Contacts](#)[Arts and Sciences](#)[Business](#)[Communication](#)[Education](#)[Engineering and Technology](#)[Fine Arts](#)[Health and Human Services](#)[Honors Tutorial](#)[University College](#)[Lifelong & Distance Learning](#)[Regional Campuses](#)[Departments and Schools](#)[Course Information](#)[Course Descriptions](#)[Faculty](#)[Major, Minor, and Certificate Codes](#)[Curricula - Certificates, Major Programs, Minors](#)

Attending OHIO • About OHIO
Students • Parents • Alumni • Faculty/Staff

Search

☒ Ohio.edu Sites☐ Name Directory

Find

OHIO University Undergraduate Catalog 2009-10 [Archived Catalog]

GO

[Archived Catalog]

HELP

Sport Management Major (B.S.Sp.S.)[Add to Portfolio](#)[Print-Friendly Page](#)[Return to: Ohio University College of Health and Human Services](#)**Major Code BS8123**

College of Health and Human Services
School of Recreation and Sport Sciences
Grover Center E160
Athens, OH 45701
Phone: 740.593.4656
Fax: 740.593.0284
rsps@ohio.edu
<http://www.ohiou.edu/rsps/>

Aaron Wright, *contact person*

The Sport Management major, designed to meet the needs of the sport industry, provides the student with academic preparation and practical training that are required to be successful in various careers in the sport industry. These careers include, sport sales or ticket operations, collegiate athletic administration, administration in professional sports, sports agencies, sport promotion and marketing, sports information, sports media, customer and community relations, facility and event management, and sport or corporate sponsorship.

Professional preparation for the field of sport management consists of foundation courses in management and courses that apply management principles to the various segments of the sport enterprise. Students are encouraged strongly to complete SASM 490, Internship in Sport Management, and/or the Sales Certificate as well. A business minor is incorporated within the Sport Management curriculum. Students must declare the minor upon entering the major. Upon successful completion of all requirements and official application for degree conferral, you will be awarded the Bachelor of Science in Sport Sciences.

Students interested in the Sport Management program will enter Ohio University with a premajor code of ND8840 (Presport Management). To be admitted into the major, you must apply and be accepted after successful completion of seven courses and achieving an accumulative GPA of 2.5 or higher.

Physical Education and Sport Sciences

Physical Education and Sport Sciences includes three major areas of specialization: physical education with an emphasis on teaching PreK-Grade 12, exercise physiology, and sport management.

In order to be granted a degree in any of these areas of specialization, you must be a declared major for at least one academic year (three quarters) immediately before graduation. No more than three quarter hours of credit in each of the following courses will count toward the 192 hours needed for graduation:

AbbreviationsNotice of Non-DiscriminationCopyright and DisclaimerMy Portfolio

- BIOS 392 - Topics in Zoology for Nonmajors Credit Hours: 1 - 3
- BIOS 492 - Topics in Zoology Credit Hours: 1 - 6
- MUS 251A - Marching Band Credit Hours: 2
- PED 123 - Conditioning and Weight Training Credit Hours: 1
- PESS 418A - Special Topics Seminars Credit Hours: 1 - 15

Admission processes and criteria are:**1. Complete the following courses with a grade of C (2.0) or better in each course:**

- ACCT 101 - Financial Accounting Credit Hours: 4
- ECON 103 - Principles of Microeconomics Credit Hours: 4
- MATH 163A - Introduction to Calculus Credit Hours: 4
- SASM 201 - Introduction to Sport Industry Credit Hours: 3
- SASM 225 - History of the Sport Industry Credit Hours: 4

Select one course from the following:

- ENG 151 - Writing and Rhetoric I Credit Hours: 5
- ENG 152 - Writing and Reading Credit Hours: 5
- ENG 153 - Writing and Reading: Special Topics Credit Hours: 5

Select one course from the following:

- COMS 101 - Fundamentals of Human Communication Credit Hours: 4
- COMS 103 - Fundamentals of Public Speaking Credit Hours: 4

Total Hours: 28**2. Achieve and maintain an accumulative GPA of 2.5 or higher.**

Upon successful completion of the above requirements, you must seek admission to the major:

1. For Presport Management Majors

The Sport Management Program Application form is available from your faculty advisor. The completed form and a current DARS report must be submitted to the Sport Management coordinator by the end of the **second week** of the quarter following completion of the admission requirements.

2. All Other Majors

For students in any other major seeking admission into the Sport Management major, the Sport Management Program Application form is available from the sport management coordinator. The completed form and a current DARS report must be returned to the coordinator by the **seventh day** of the quarter, following completion of the admission requirements.

Upon review and verification of your GPA and course requirements, applicants meeting the requirements will be admitted into the program. Students are advised to make a decision about a major as early as possible in order to apply to the program in a timely manner.

Sport Management Core Requirements

Business and Economics

- ACCT 102 - Managerial Accounting Credit Hours: 4
- BUSL 255 - Law and Society Credit Hours: 4
- ECON 104 - Principles of Macroeconomics Credit Hours: 4
- HRM 320 - Human Resource Management Credit Hours: 4
- MGT 202 - Management Credit Hours: 4
- MKT 202 - Marketing Principles Credit Hours: 4

Select one course from the following

- FIN 310 - Foundations of Financial Management Credit Hours: 4
- FIN 325 - Foundations of Finance Credit Hours: 4

Select one course from the following:

- OPN 300 - Principles of Operations Credit Hours: 4
- OPN 310 - Production/Operations Management Credit Hours: 4

Sport Management

- BUSL 465 - Law of Sports Credit Hours: 4
- ECON 318 - Economics Of Sports Credit Hours: 4
- SASM 290 - Practicum in Sport Management Credit Hours: 1 - 5
- SASM 301 - Sport Marketing Credit Hours: 4
- SASM 376 - Athletic Facility Planning and Management Credit Hours: 4
- SASM 391 - Risk Management Credit Hours: 4
- SASM 412 - Sports Governance and Ethics Credit Hours: 4
- SASM 425 - Financial Issues in Sport Credit Hours: 4
- SASM 435 - Sport Promotion and Sales Management Credit Hours: 4
- SOC 233 - Sociology of Sport Credit Hours: 4

Required Related Courses

- PSY 101 - General Psychology Credit Hours: 5
- SOC 101 - Introduction to Sociology Credit Hours: 4

Select one course from the following:

- PSY 221 - Statistics for the Behavioral Sciences Credit Hours: 5
- QBA 201 - Introduction to Business Statistics Credit Hours: 4

Select one of the following:

- 16 hours of 300 or 400 level from ACCT, BUSL (not 465), COMS, ECON (not 318), ENG, FIN (not 310 or 325), JOUR, HRM (not 320), MGT, MKT, OPN (not 300 or 310), PESS, REC, and SASM.

OR




- [SASM 490 - Internship in Sport Management](#) Credit Hours: 16

Internship, Practica, Field Experience, Senior Internship Registration Requirements

The College's policy on internships, practica, field experiences, and senior internship requires that you be registered for the experience in the quarter(s) that you are actually fulfilling the requirements for the course. The only exception to this requirement is an experience that takes place over winter break, in which case you may register for the course during either fall or winter quarter.

← Return to: [Ohio University College of Health and Human Services](#)

[Add to Portfolio](#)

  [Back to Top](#) |  [Print-Friendly Page](#)

All catalogs © 2010 Ohio University. Powered by the aalog™ academic catalog management system (ACMS™).

Similar Courses:

Ohio University

Sport Law
Economics of Sports
Sport Marketing
Athletic Facility Planning & Management

Sport & Governance & Ethics

Sociology of Sport

Internship in Sport Management

&

University of Massachusetts

Introduction to Sport Law
Sport Finance & Business
Sport Marketing
-Public Assembly Facility
Management
-Ethics in Management of
Sport
-Sociology of Sport &
Physical Activity
-Internship in Sport
Management

Similar Courses:

University of South Carolina

Sport and the Law
Sport & Entertainment Business & Finance
Sport & Entertainment Marketing
Spectator Facility Management

Business Principles in Athletic Management

Integrated Marketing Communication in Sport
& Entertainment

Internship in Sport & Entertainment Man.

&

University of Massachusetts

Introduction to Sport Law
Sport Finance & Business
Sport Marketing
-Public Assembly Facility
Management
-Ethics in Management of
Sport
-Seminar: Advance Sport
Marketing
-Internship in Sport
Management

Special Courses:

University of South Carolina

Intro to Live Entertainment
Artist Representation & Management
Live Event Tour Management
Resort & Club Recreation Programming
Entertainment & the Law
Promoting Entertainment Events

Sport Management Undergraduate Programs

Courses:

Ohio University

Courses in Sport Management: 11 Courses

Law of Sports
Economics of Sports
Practicum in Sport Management
Sport Marketing
Athletic Facility Planning & Management

Risk Management
Sports Governance & Ethics
Financial Issues in Sport
Sports Promotion & Sales Management
Sociology of Sport
Internship in Sport Management

University of South Carolina

Courses in Sport Management: 26 Courses

Sport & Entertainment in American Life
Intro to Sport & Entertainment Management
Intro to Live Entertainment
Intro to Events & Venues
-Computer Applications in Sport & Entertainment Management
Practicum
Artist Representation & Management
Live Entertainment Tour Management
Resort & Club Recreation & Management
The Sporting Good Industry
Sport & Entertainment Marketing
Independent Study
Entertainment & the Law
Promoting Entertainment Events
Sport & Entertainment Services Marketing
Spectator Facilities Management
Sport & Entertainment Business & Finance
Sport & Entertainment Event Management
-Special Topics in Sport & Entertainment Management
Internship in Sport & Entertainment Man.
Research Experience
Senior Thesis
Sport & the Law
Business Principles in Athletic Management
Sport & Entertainment Event Development
-Integrated Marketing Communication in Sport & Entertainment

University of Massachusetts

Courses in Sport Management: 27 Courses

Sociology of Sport & Physical Activity
History of Sport & Physical Activity
Intro to Sport Management
History of Baseball
Sport Marketing
College Athletics
Intro to Sports Law
Public Assembly Facility Management
Professional Sports Industry
Seminar: Sport Broadcasting
Sport Agencies
Independent Study
Community Relations in the Sport Industry
Sport Finance & Business
Amateur Sport & the Law
Internship in Sport Management
Sport Management Policy
Professional Sport & the Law
Seminar: Sport Event Sponsorship
Sport Event Management
Seminar: International Sport Management
Seminar: Ethics in Sport Management
Seminar: Advance Sport Marketing
Advance Sport Sociology
Seminar: Sports & Violence
Seminar: Race & Sport
Advanced Issues in Sport Sociology

Similar Courses:

Ohio University

Sport Law
Economics of Sport

Sport Marketing

Athletic Facility Planning & Management

Sport & Governance & Ethics

&

University of South Carolina

Sport and the Law
-Sport & Entertainment
Business & Finance
-Sport & Entertainment
Marketing
-Spectator Facility
Management
-Business Principles in
Athletic Management

Special Courses:

University of Massachusetts

History of Baseball

College Athletics

Professional Sport Industry

Seminar: Sport Broadcasting

Sport Agencies

Community Relations in the Sport Industry

Amateur Sport & the Law

Professional Sport & the Law

Seminar: Sport Event Sponsorship

Seminar: International Sport Management

Seminar: Advance Sport Marketing

Seminar: Sport & Violence

Seminar: Race & Sport

Advance Issues in Sport Sociology

Special Courses:

Ohio University

Practicum in Sport Management

Financial Issues in Sport

Statistics:

(Per College Board)

322 Colleges and Universities offer Athletic Training or Sport Medicine

343 Colleges and Universities offer Sport and Fitness Administration

(Per North American Society for Sport Management)

287 Colleges and Universities offer Sport Management programs with a degree in Business

APPENDIX E

Internship Syllabi

University of Massachusetts
University of South Carolina
Ohio University
Western New England College



Course Descriptions

Courses are 3 credits, unless otherwise specified. Curriculum is subject to change at any time, and not all courses will be offered every semester.

SPORTMGT 200 - Sociology of Sport and Physical Activity An examination of the social relations within the institution of sport and its role in the reproduction and transformation of society. Topics include socialization, stratification, gender relations, race and ethnicity and social change. (4 credits)

SPORTMGT 202 - History of Sport and Physical Activity A survey of the history of modern sport and other forms of organized physical activity. Emphasis is placed on the struggles of women, people of color, and athletes to gain access and control of organized sport in the United States. (4 credits)

SPORTMGT 210 - Introduction to Sport Management An overview of the business of sport, including career opportunities. A study of the value of professional management to sport organizations.

SPORTMGT 294B - History of Baseball A view of American history from (1840-2004) through the eyes of our national pastime including labor battles between owners and players, famous Managers and Commissioner, legendary players and their accomplishments, struggles of minorities, women and immigrants, legislature and judicial involvement in baseball and the Steroid era. (4 credits)

SPORTMGT 321 - Sport Marketing A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisite: MKTG 300 or MKTG 301.

SPORTMGT 323 - College Athletics An introduction to the management of college athletics, including a review of the organizational structure in regards to the intercollegiate athletic department, conferences, and the NCAA. Analysis of the prevailing issues in college athletics including financial trends, academic recruiting legislation, conference realignment, reform, and Title IX/gender equity.

SPORTMGT 335 - Introduction to Sports Law A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations.

SPORTMGT 375 - Public Assembly Facility Management An investigation of the functions of management in terms of operating and financing public assembly facilities. Included are public and private arenas, coliseums, and stadiums.

SPORTMGT 377 - Professional Sports Industry An examination of professional team sports as well as individual based sports such as professional golf, tennis, autoracing, and boxing including topics such as ownership, league operations, governance, the role and impact of

television, labor/management relationships, licensing and sponsorship, and the perceived role of professional sport in American society. Course content will be disseminated through a combination of lectures, guest speakers, videos, readings field trips, and student presentations.

SPORTMGT 391B - Seminar: Sport Broadcasting An introduction to the relationship between sports and broadcasting in the American culture. A survey of historic, economic, legal and technical aspects of broadcasting, including an investigation of audience research, selection of events, networks, and rights fees.

SPORTMGT 391C - Sport Agencies Exposure to the development and evolution of the sports agency industry, with a particular focus on the legal and ethical issues raised in that segment of the professional sports industry. The key areas of emphasis include contracts, antitrust law, labor relations, and agent-athlete relations. While the majority of the course materials focus on North American professional team sports, a global view of professional sport and the law will be encouraged.

SPORTMGT 396 - Independent Study Projects, papers, or research. Must be approved and sponsored by a faculty member and approved by the Chair of the Curriculum Committee.

SPORTMGT397H - Community Relations in the Sport Industry A seminar course combining readings from sociology, urban studies, social change and sport marketing to explore the state of community relations within the sport industry. The goal of the course is to introduce the theoretical foundation, and provide the technical knowledge, to students who want to work in community relations in sport. This course also offers a 1.0 credit Community Service Learning option during the semester.

SPORTMGT 424 - Sport Finance and Business Basic theory in finance and accounting applied to managerial control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies.

SPORTMGT 431 - Amateur Sport and the Law Introduction to the case method of legal study, with an examination of legal issues particular to amateur sport. Identifying and analyzing the legal ramifications of actions of amateur athletic associations and their athletes. Emphasis on the regulation of amateur athletics, constitutional issues, and tort liability. Prerequisite: SPORTMGT 335.

SPORTMGT 498Y - Internship in Sport Management (minimum 12 credits) On-the-job learning experience in a segment of the sport industry. Minimum of 13 weeks. Pass/Fail only. Internship track and consent of advisor.

SPORTMGT 480 - Sport Management Policy Critique of existing policies and development of suggested policies for the management of sport organizations. A discussion of ethical issues encountered by today's sport managers. Capstone course for the seniors integrating academic work studied throughout the curriculum.

SPORTMGT 488 - Professional Sports and the Law An in-depth case-study analysis of the law as it applies to the professional team sports industry. Emphasis on contracts, labor law, antitrust law, collective bargaining, arbitration, and presentation of the professional athlete. Prerequisite: SPORTMGT 335.

SPORTMGT 491H - Seminar: Sport Event Sponsorship (Fall Semester) Overview of all elements of sport event sponsorships, including rationale, benefits, proposal development, and solicitations. Key component is solicitation of sponsorships for spring event. Open to Sport Management Majors with permission of the instructor.

SPORTMGT 492H - Sport Event Management (6 credits) (Spring Semester) Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing and

conducting of an event during the semester. Open to Sport Management majors with permission of instructor.

SPORTMGT 493A - Seminar: International Sport Management

Overview of organization and management of international sport, including the Olympic movement. Examination of the globalization of U.S. professional sports.

SPORTMGT 494H - Seminar: Ethics in Management of Sport

Organizations An analysis of moral and ethical issues in organized sport. Emphasis is placed on the conflicts sport managers face as they attempt to operate commercial enterprises without compromising the basic tenants of sport and within the confines of the governmental structure of leagues. Open to Sport Management Majors with permission of instructor.

SPORTMGT 495H - Seminar: Advance Sport Marketing (Sales Strategy) (Spring Semester)

An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing and solicitation to an existing sporting event in order to enhance its presentation and meet class defined objectives. Open to all Sport Management Majors. Prerequisite: SPORTMGT 321 and permission of instructor.

SPORTMGT 497A - ST: Advanced Sport Sociology

Explores the history of violence and discrimination in the world of sport. These particular problems continue to perplex sports administrators and enthusiasts. This course will examine in close detail the problems and possible solutions.

SPORTMGT 497B - Seminar: Sports and Violence Sports and Violence utilizes Smith's typology of Sports Violence and Syke's categories of Moral Worth to investigate supposed legitimate and instances of violence in and out of sport. Students will investigate the use of abusive practices by players, coaches and administrators. We will also study instances of self abuse as well as preventive practices to lessen abuse.

SPORTMGT 497C - Seminar: Race and Sport Race and Sport investigates how racial and gender formation degraded, defamed and denied women and people of color the opportunity to participate in sport. The course will recognize the important milestones overcome and those yet to be broken. This course puts a premium on students being able to critically analyze the institution of sport.

SPORTMGT 497H - ST: Advanced Issues in Sport Sociology


Explores one or two fields of sociological research in detail in combination with experiential learning. Built around recent research and writings and will depend on the instructor's interests and the current state of the field. Recently the course has explored sport in the context of Urban Sociology/Community building with an eye toward developing skills for a career in Community Relations. Students are expected to put in 40 hours of volunteer work in addition to course work. Open to all Sport Management majors.

Additional Courses are available to students in the **honors track**.

SPORTMGT 391A - Sports Strategic Communication

Studies Abroad

Qualified students have the opportunity to study abroad during their junior year at Deakin University in Victoria, Australia, The University of Brighton's Chelsea School of Physical Education in the United Kingdom, or at Hogeschool van Utrecht in the Netherlands. The international exchange program broadens a student's academic program through an enriching exposure to a different culture. Additionally, the exchange programs enable Sport Management students to explore international sport issues through concrete experience.



University of
South Carolina

South Carolina's Flagship University

MAKE YOUR
Gift Online

SUPPORT USC TODAY

SPORT AND ENTERTAINMENT MANAGEMENT UNDERGRADUATE PROGRAM

FUTURE STUDENTS UNDERGRADUATE ADMISSIONS GRADUATE ADMISSIONS COLLEGE OF HRSM

About Sport and Entertainment Management

Course Descriptions

Degree Requirements

Advising and Timeline

Recommended Schedule

Internship and Practicum

Minor

Student Profiles

Undergraduate Program Home

News and Events

Faculty and Staff

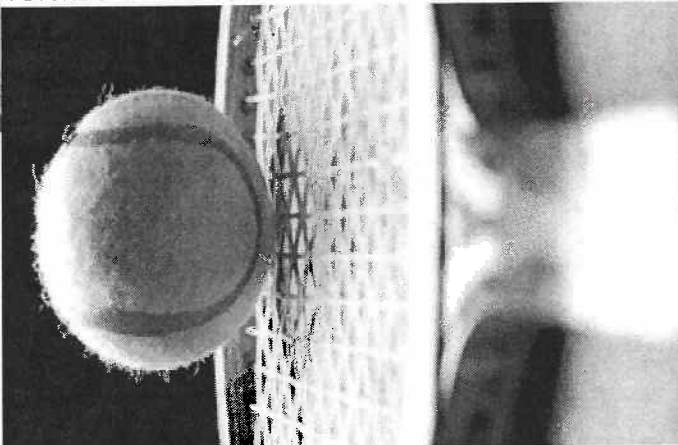
Alumni

Events

Spirit Telecom Legends Challenge

Sport, Entertainment, and Venues Tomorrow Conference (formerly ICSEB)

Journal of Venue and Event Management



The College of HRSM prepares leaders and scholars who drive the economic engines of SC, the nation, and the world.

Alumni News

College News

News Archives

Contact Us

SPORT & ENTERTAINMENT MANAGEMENT UNDERGRADUATE COURSES

The courses listed below represent the core courses in the Sport and Entertainment Management program. For a complete list of Sport and Entertainment Management courses, visit the **Undergraduate Bulletin's online course listings for Sport and Entertainment Management (SPTE)**.

110 -- Sport and Entertainment in American Life. (3) The American sport and entertainment enterprise; background, influences and trends; collegiate and professional sport organizations; ownership and unionization; media portrayals.

201 -- Introduction to Sport and Entertainment Management. (3) Introduction to sport and entertainment management industry career fields.

202 -- Introduction to Live Entertainment. (3) The study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

SPTE 203 -- Introduction to Events and Venues. (3) An overview of the history, impact, types, and trends of events and venues, the principles of event planning, the role of venues, and career options in each field.

274 -- Computer Applications in Sport and Entertainment Management. (3) (Prereq: STAT 201) Administrative tasks for computer usage, including software and hardware selection, applications, and solutions.

295 -- Practicum. (6) (Prereq: SPTE lower division status; SPTE 201 and 274; permission of department chair) Supervised work experience in a sport or entertainment area selected by the student with approval of advisor. Contract approved by advisor and department chair is required for undergraduate students.


302 -- Artist Representation and Management. (3) Artist, agent, manager, and buyer roles in the entertainment industry, as well as booking and management standards and practices of professional commercial talent, will be explored in this course.

303 -- Live Entertainment Tour Management. (3) (Prereq: SPTE 202) This course puts a fine point on performance tour management logistics, including booking, scheduling, shipping, budgeting, movement of equipment and artist management challenges, including entertainment production.

325 -- Resort and Club Recreation Programming. (3) Management of club and resort sport complexes.

340 -- The Sporting Goods Industry. (3) Principles of manufacturing and retailing applied to the sporting goods industry.

Search

 More search options

380 -- Sport and Entertainment Marketing. (3) (Prereq: MKTG 350) Marketing theory and practice and how it relates and applies to sport and entertainment.

399 -- Independent Study. (3-6) (Prereq: consent of instructor) Contract approved by instructor, advisor, and department head is required for undergraduate students.

402 -- Entertainment and the Law. (3) (Prereq: TSTM 240) Performing arts and entertainment industries' social, economic, and legal issues, in addition to the development and role of entertainment in society will be analyzed—from its roots to the present.

404 -- Promoting Entertainment Events. (3) (Prereq: SPTE 202 and MKTG 350) This course should provide students with an understanding of various methods of promotion and approaches to the application of advertising and publicity in the broad spectrum of modern media.

430 -- Sport and Entertainment Services Marketing. (3) (Prereq: MKTG 350) Basic principles required to promote a service marketing strategy in sport and entertainment.

435 -- Spectator Facilities Management. (3) Programming, marketing, public relations, fiscal considerations, operation, labor relations, personnel, and event management for spectator sports and entertainment events.

440 -- Sport and Entertainment Business and Finance. (3) (Prereq: ECON 224; RETL 262; FINA 363) Economic and finance theories applied to the management of sport and entertainment organizations.

444 -- Sport and Entertainment Event Management. (3) Application of management principles to sport and entertainment events.

490 -- Special Topics in Sport and Entertainment Management. (3) (Prereq: senior standing or consent of department head; may be repeated once for credit)

495 -- Internship in Sport and Entertainment Management. (6) (Prereq: SPTE professional-division status and completion of all other requirements for the SPTE degree) Placement with a sport or entertainment organization for a supervised learning experience in the student's career specialization area. Contract approved by advisor and department head is required.

498 -- Research Experience. (1) (Prereq: a minimum GPA of 3.50 in major courses, 3.30 overall, and special permission by department) Working with a faculty mentor, students develop a research project and related research skills.

499 -- Senior Thesis (3) (Prereq: senior status; a minimum GPA of 3.50 in major courses, 3.30 overall; and special permission by department) A senior thesis related to one of the advanced courses in the major program.

530 -- Sport and the Law. (3) (Prereq: : TSTM 240 or ACCT 324 or permission of department chair) Laws and regulatory bodies affecting the management of sport personnel, facilities, and events.

580 -- Business Principles in Athletic Management. (3) (Prereq: advanced undergraduate or graduate status or permission of department chair) Business principles in the management of public and private sector athletic programs.

635 -- Sport and Entertainment Event Development. (3) (Prereq: ACCT 225 and 226 or RETL 261 and 262; MKTG 350, FINA 363, MGMT 371 or equivalents) Business concepts needed to develop sport and entertainment special events.

650 -- Integrated Marketing Communication in Sport and Entertainment. (3) (Prereq: MKTG 350) Use of integrated marketing communication concepts, theories, and strategies in sport and entertainment.

[Return to Top](#)

[USC LINKS:](#)

[USC Directory](#)

[USC Map](#)


[Events](#)

[VIP](#)

[Site Information](#)

Columbia, SC 29208 • 803-777-4290 • [Webmaster](#)

© University of South Carolina Board of Trustees




University of
South Carolina

Department of Sport & Entertainment Management

South Carolina

South Carolina's Flagship University
FUTURE STUDENTS
UNDERGRADUATE ADMISSIONS
GRADUATE ADMISSIONS
COLLEGE OF HRSM

MAKE YOUR
Gift Online
SUPPORT USC TODAY



The College of HRSM prepares leaders and scholars who drive the economic engines of SC, the nation, and the world

- About Sport and Entertainment Management
- Undergraduate Programs
- Graduate Programs
- News and Events
- Faculty and Staff
- Faculty Research, Presentations and Awards
- Alumni
- Career Opportunities
- Graduate Student Profiles
- Student Profiles
- Student Profiles Archive
- Events
 - Spirit Telecom Legends Golf
 - Sport, Entertainment, and Venues Tomorrow Conference (formerly ICSEB)
- Journal of Venue and Event Management

ABOUT SPTE

The Sport and Entertainment Management Department at the University of South Carolina prepares undergraduate and graduate students for a variety of positions in the sports and entertainment industry. The University of South Carolina is unique in Sport and Entertainment Business as the first major University to create a separate department for the study of sport and entertainment in a business curriculum. The goal of the faculty and the department is to create an integrated academic learning environment for analyzing and resolving the challenges in the business of sport and entertainment. The faculty and staff are committed to providing support for student achievement. Students can enter the industry with exceptional knowledge, professional preparation, a strong alumni network, and the confidence to assume leadership positions. Sport and Entertainment is a growing sector in the global economy and the opportunity for success is limited only by our imagination.

- Alumni News
- College News
- News Archives
- Contact Us

NEWS

College of HRSM welcomes new SPTE chair
Andy Gillentine has recently been appointed as Professor and Chair of the Sport and Entertainment program and the University of South Carolina. Prior to this appointment, he held positions as the Associate Dean, Associate Professor and Director of the Sport Administration Programs at the University of Miami (2002-2010) and as Graduate Program Director at Mississippi State University (1995-2002). [More...](#)

Expansion still may loom in SEC
Long-term, the Big 12 could still be a tenuous alliance. And the super-conference idea is not dead, according to **Mark Nagel**, a professor at USC and the associate director of the College Sports Research Institute at the University of North Carolina. [More...](#)

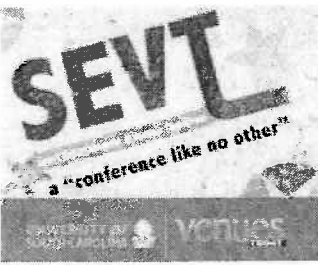
Dream Job—Local student having fun working at Hall of Fame
Growing up in Forsyth County, SPTE student, **Sarah Smith**, fell in love with baseball while watching Atlanta Braves games on TV with her father. This summer, Smith is getting a chance to meet some of the game's all-time greats by interning at the National Baseball Hall of Fame in Cooperstown, N.Y. [More...](#)

NCAA, colleges align with ticket brokers
... "Scalping is no longer a guy in a van or behind a hotel," said **Mark Nagel**, a University of South Carolina associate professor of sport and entertainment management. "It has become a 'legit' business." [More...](#)
— *The Associated Press*

SPTE's Dr. Mark Nagel speaks on sports marketing
On Wednesday, May 19, at Capital City Stadium, Dr. Mark Nagel spoke about sports marketing's history - as well as where the field is headed. [More...](#)

Despite astronomical growth, ticket firm's future uncertain
Vernon company has ridden wave of legal 'scalping'

EVENTS



Sport Entertainment and Venues Tomorrow

[Click here for Venues Today's coverage of the 2009 conference.](#)

Search

More search options

Ohio University
College of Business
Department of Sports Administration
SASM 490 – Internship in Sport Management

SYLLABUS

Course Description:

Elective internship of at least 400 hours with an approved sport-related organization.

Class Format:

Primarily lab experience in the field.

Prerequisites:

Sport Management major. Junior or Senior. Permission.

Textbook/Resources:

None required.

Supplemental Course Materials (Optional):

1. Cuneen, J. & Sidwell, M. J. (1994). Sport Management Field Experiences. Morgantown, WV: Fitness Information Technology, Inc.
2. Karlin, L. (1997). The Guide to Careers in Sports (2nd ed.). New York: Careers & Colleges.

Course Objectives:

Upon satisfactory completion of the course, the student will have:

1. Performed expanded management duties under the supervision of a practicing sport manager.
2. Developed the knowledge and skills needed to succeed within the sport industry.
3. Applied knowledge learned from course work to “real world” situations.
4. Gained expanded management experience in an area of interest in the sport industry.

Course Requirements:

1. You must perform the duties of the internship to the expectations of your site supervisor. This will be reflected in your supervisor's evaluation at the completion of the practicum.
2. Fulfillment of the contract.
3. Completion of all related assignments and submission of required documentation.

Assignments and Evaluation:

The course is graded on a credit/failure basis. Foremost in the determination of the final grade is the quality of the student's work during the internship.

There are five tasks that must be completed in order for the student to receive credit for the class:

1. Submit the Internship Contract, completed by the student and by the internship site supervisor, prior to the start of the internship. This form is a contract between the student and the internship location. A student should not start an internship before the internship contract has been endorsed by the three parties involved in the internship (i.e., the student intern, the site supervisor, and the University internship coordinator).
2. Return the completed Goal Setting Form to the internship coordinator immediately after the first week of his or her internship. This form may be faxed to (740)593-0284 or it can be submitted digitally through Blackboard.
3. Complete Weekly Log Sheets in order to document the activities and responsibilities of the student throughout the duration of the internship. The student intern should submit the weekly log through Blackboard on the following Monday after completing a week of internship.
4. Complete the Student Evaluation at the conclusion of the internship. This is required in order to receive feedback from our students on the conditions and treatment experienced during the internship. If an internship site has a student only filing papers for the duration of the internship, we would like to know to avoid sending students to the same site in the future. Please keep in mind that if this is occurring, the student should contact the faculty advisor during the internship so the problem may be addressed immediately. The evaluation also allows students to reflect on what they have learned from their internship experience and how they will apply that knowledge to their future careers. The written student evaluation must be submitted through Blackboard by the first day of the final exam period, or by the final day of summer term.
5. Finally, the Supervisor's Evaluation is completed by the site supervisor of the internship and is an evaluation of the performance of the student. This can be faxed to the internship coordinator or submitted by the student through Blackboard. The supervisor's evaluation is due by the first day of the final exam period, or by the final day of summer term.

Academic Misconduct Policy:

In accordance with the Student Code of Conduct, instances of cheating, plagiarism, and all other forms of academic misconduct are prohibited. At a minimum, any of these offenses will result in a grade of F for the assignment. The maximum sanction imposed may include failure in the course and/or formal disciplinary action, including suspension or expulsion.

Ohio University
College of Business
Department of Sports Administration
Sport Management Program

Internship Goal-Setting Form

Name: _____

I would like to achieve the following five goals in my internship:

Goal 1: _____

Goal 2: _____

Goal 3: _____

Goal 4: _____

Goal 5: _____

Intern (Signed)

_____/_____/_____
Month Day Year

Internship Site Supervisor (Signed)

_____/_____/_____
Month Day Year

Ohio University
College of Business
Department of Sports Administration
Sport Management Program

Internship Contract

Instructions: Part A to be completed by the individual administratively responsible for the placement of the student in the agency. Part B to be completed by the intern.

Part A: To be completed by the site supervisor

This is to certify that _____ (name of student) has been accepted as an intern student with _____ (name of organization).

It is understood that the student is expected to work a total of 400 clock hours in order to complete course requirements for this class. Students must average 40 clock hours per week for 10 weeks.

Beginning Date _____ Ending Date _____

With the following exceptions: _____

Other:

Please provide a brief description of the agency expectations for this student: _____

The following person from our agency staff has agreed to serve as the agency supervisor for this student:

Supervisor Name (please print): _____ Title: _____

Supervisor Signature: _____

Business Address: _____ City: _____

State/ Zip: _____ Business Phone: () _____

E-mail: _____

Part B: To be completed by the intern

If you are getting paid, indicate amount and rate _____

Briefly respond to the following questions

Why did you choose this agency for an internship? _____

Have you been previously associated with this agency? If so, in what capacity and when: _____

What do you hope to learn from this internship? _____

How do you think this internship will influence your career plans? _____

ADMINISTRATIVE USE ONLY BEYOND THIS POINT

Comments: _____

Approved: _____ Date: _____

Faculty Internship Coordinator

WESTERN NEW ENGLAND COLLEGE
School of Business

MAN 480 - Internship in Sport Management
Spring 2009

Instructor: Dr. Sharianne Walker
Office: Churchill 211
Telephone/EMAIL: 782-1389 swalker@wnec.edu
Office Hours: As arranged – as posted.

Pre-requisite: MAN 250, 2.5 G.P.A., Jr. Standing, Permission of the Instructor

Course Description: This course will provide the student with the opportunity to gain hands-on experience in a sport organization. The student is placed in a sport business environment and their work experience is communicated to the faculty sponsor via faculty-student meetings, on-site visits, and a final paper. The internship in sport management is an academic course with the primary goal of joining theory from the classroom with practice from the work experience. The internship in sport management is designed to complement the sport practicum and students are encouraged to consider internship sites that reflect their own career interests in the sport industry. The internship is a 3-credit course is designed to be taken concurrently with course work at Western New England College.

Learning Objectives and Assessment: The learning objectives of this course and assessment methods used are summarized as follows. Specific objectives to this internship are listed in the Academic Internship Contract. After taking this course, students should have an (a):

OBJECTIVES/OUTCOMES	ASSESSMENT
• Ability to apply theories and principles of sport management in a workplace setting	Site Assignments Research Paper/Final Project
• To participate effectively as a member of a management team within the sport organization and to make meaningful contributions to organizational operations or objectives	Site Assignments Research Paper/Final Project
• Enhancement of student's written and spoken communication skills	Site Assignments Research Paper/Final Project

Course Requirements:

On site meeting with the student, field supervisor and faculty sponsor at the start of the semester to complete the Academic Internship Contract.

A completed academic internship contract and a copy of the Course Syllabus must be completed and returned to the Internship Administrator.

At least 120 hours of supervised work experience for a 3-credit course. Appropriate business dress, conduct, attendance and performance is expected.

A log or journal recording this experience. This may be the basis for discussion with the faculty sponsor.

Contact every two weeks throughout the semester with the faculty sponsor. The student is responsible for checking Manhattan and maintaining communications throughout the semester.

A final paper appropriate to the internship, integrating theory and work experience. The topic for the paper will be agreed upon with the faculty sponsor as indicated in the Academic Internship Contract. The paper must be structured like an ordinary research paper with footnotes and a bibliography. Format and requirements of the paper may be revised as appropriate to the internship as determined by the faculty sponsor and field supervisor. Length of the paper is a minimum of 10 pages. The faculty sponsor may require a draft copy prior to the final submission. Two copies of the paper are required: one for the faculty sponsor and one for the field supervisor.

Grading:

Log	10%
Meetings/Contact	10%
Final Paper/Project	30%
Site Performance Evaluation	50%

The site supervisor will complete a written evaluation of each student which is submitted to the CHR Office. A copy of this evaluation is then sent to the faculty sponsor and is considered in determining the course grade. Student site-performance grade will be based in part (50%) on field supervisor's input.

Students are encouraged to monitor their own progress and should feel free to discuss work/course assignments, readings, projects with either the field supervisor or faculty sponsor. The field supervisor and the faculty sponsor will agree on a final paper/project topic. The paper will be appropriate to the student's work at the internship site. Topics might include the creation of a marketing plan, an employee manual, event/operation script or corporate sponsorship proposal.

Letter grades are based upon the following scale:

A	95-100	C+	77-79	F	59 and below
A-	90-94	C	74-76		
B+	87-89	C-	70-73		
B	84-86	D+	65-69		
B-	80-83	D	60-64		

Note: Letter grades are converted to the average of the range, e.g., A- = 92.

Attendance: Students are expected to attend all internship meetings and to meet attendance requirements of the internship organization.

Academic Integrity: Honesty in all academic work is expected of every student. This means giving one's own answers in all class work, quizzes, and examinations without help from sources not approved by the instructor. Written material is to be the student's original composition. Appropriate credit must be given for outside sources from which ideas, language, or quotations are derived."

Integrity of Scholarship (from the College Catalog);

Honesty in all academic work is expected of every student. Written material is to be the student's original composition. Appropriate credit must be given for outside sources from which ideas, language, or quotations are derived.

Other Information:

Changes in the syllabus and/or course outline may be modified as deemed appropriate by the instructor. All changes will be communicated to students.

A student may be removed from an internship site or relocated within the company as deemed necessary.

The student, faculty sponsor, and field supervisor will be asked to complete feedback forms on the internship experience. The forms are a basis for institutional assessment of the program's effectiveness and student learning.

APPENDIX F

How You Growin'?™ Internship Committee



How You Growin'? Internship Committee

Initiative	Summary	Progress
Internship Best Practices Document	Document that lists the do's, don'ts and critical elements needed for all Global Spectrum Internships. This document is the basic template for the internship and offers tips on recruiting, orientating, delegating, educating and evaluating.	Document with final changes will be on intranet by Friday, 6/10
Develop and Share Training Materials	We wanted to get an idea of what materials Global Spectrum buildings use to train new interns. The goal of this initiative is to gather booklets, handouts and documents used by various buildings and put them on the intranet for new coordinators to access. At first this initiative was to design a uniform training binder, but the committee decided that intern responsibilities vary significantly from building to building and that a uniform binder would be too extensive of a project.	Colonial Life Arena marketing intern binder has been uploaded as well as The Ryan Center/Boss Arena Accounting intern manual. Committee members will be reaching out to other marketers in Des Moines as well as other disciplines within Global Spectrum over the next several weeks.
Process to Identify Job Qualified Interns	This initiative is tied to the formalization of intern evaluation criteria and the development of forms to support that effort.	Forms have been developed and uploaded to the intranet.
Formalize Recruiting Process	Initiative to get a signed "letter of understanding" between Global Spectrum, USC and UMASS outlining recruitment from Sports and Entertainment Management programs. This letter will be a template for other buildings to pursue formalized recruitment agreements with other institutions.	USC letter is being edited. Abey, Daniel and Lane will sit down in Iowa to go over changes submitted by USC department head Frank Roach. UMASS letter has been tabled since the transition of Scott to Paul. Paul has reached out to UMASS faculty.
Formalize Program to Increase Diversity of Interns	New initiative to the committee. We would like to recruit a new member that has experience with this.	Reaching out to marketers at conference
Develop Intern Forms	Develop specific forms that can be used by all buildings for their internship programs. Forms include Intern Handbook (focus on HR), position descriptions, interview forms, interview questions, intern evaluation and exit interview. Others to be developed as need arises.	All forms completed and on intranet
Develop Process to Communicate Open Intern and FT Positions	Intent to include all available internship opportunities in our posting on Teamwork Online, making that the one-stop-shop for individuals seeking GS opportunities.	Internship coordinators need to be notified that this falls in their list of responsibilities.
Gather Intern Testimonials		Designated a Phase II initiative and put on back burner till other initiatives are completed.

APPENDIX G

Levitt's Evaluation Forms and Sample Position Description

SAMPLE MID-TERM EVALUATION

Mid-term Assessment

Intern Name: _____ Major: _____

Date: _____ Phone: _____

List established project goals for semester

List established learning objectives for semester

Intern Performance to Date:

☐ Very Good ☐ Good ☐ Average ☐ Below Average

List areas, if any, where intern may improve performance

Suggestions for improvement

Additional Comments: _____

Intern Signature: _____

Supervisor Signature: _____

SAMPLE FINAL EVALUATION - SUPERVISOR

Final Assessment of Intern Performance

Provided is a candid evaluation of this student's performance or skill level in each of the following areas. Evaluation is based on the student's participation during the full term of the academic semester. This evaluation is not confidential and will be shared with the student. The student may also wish to use this evaluation form as a reference for future employment.

Name of Intern: _____

Date: _____ Semester: _____

Name of Program Supervisor: _____

A. Skill Assessment

On a scale of 1 to 5, please evaluate the intern's performance in each of the following areas.
1=Lacks this skill; 2=Limited/minimal skill level; 3= Adequate/average skill level; 4=Above average skill level; 5=Exceptional skill level; N/A =Not Applicable

1. Communication Skills

- _____ a. Demonstrates oral communication skills required for the job
- _____ b. Writes clearly and concisely
- _____ c. Is willing to speak up, communicate information, and ask questions
- _____ d. Listens to feedback and works to improve

2. Problem-Solving/Decision-Making Skills

- _____ a. Analyzes situations and takes appropriate action
- _____ b. Offers creative solutions to problems
- _____ c. Collects and analyzes information relevant to completing a task and establishes a course of action within the given time frame
- _____ d. Resolves problems in an appropriate time frame

3. Teamwork

- _____ a. Shares information and resources with others
- _____ b. Assists and cooperates with co-workers
- _____ c. Demonstrates willingness to put forth extra time and effort
- _____ d. Assumes appropriate leadership role(s) when appropriate

4. Self-Management

- _____ a. Produces high-quality, accurate work
- _____ b. Seeks new strategies when current approach is not effective
- _____ c. Displays good judgment and establishes priorities
- _____ d. Uses time efficiently
- _____ e. Demonstrates ethical behavior
- _____ f. Arrives on time and maintains agreed hours

5. Initiative

- _____ a. Seeks opportunities to learn
- _____ b. Takes initiative to get a job done, even if not specifically told to do so
- _____ c. Acts decisively on critical issues
- _____ d. Overcomes obstacles and problems
- _____ e. Sets and communicates goals; follows-up with results

6. Technical Skills

- ☐ a. Possesses the technical skills required for this position
- ☐ b. Is willing to learn new skills and enhance existing technical skills
- ☐ c. Uses appropriate technology for tasks
- ☐ d. Uses technology to perform effectively

B. Comments

1. In the space below please discuss whether this student successfully completed the learning objectives you discussed and whether your expectations were met or exceeded.

2. What would you recommend for this student to do following his/her internship to make him/her better prepared for the workplace (i.e., courses, activities, skills acquisition, programs)? Please be as specific as possible.

4. In terms of preparation for the internship, the student's prior academic coursework was:
☐ very useful ☐ of some use ☐ not very useful

5. Please indicate areas or topics to be discussed that would make the student more academically prepared for this internship experience.

6. Please assess the job responsibilities you assigned to your intern:
☐ difficult to achieve ☐ challenging, but attainable ☐ not challenging

C. Overall Evaluation

1. Given your expectations for this internship, this student's overall performance (in comparison with all other students performing similar duties) was in:

☐ top 5% ☐ top 25% ☐ top 50% ☐ lower 50% of all students

2. How would you assess the overall value this intern provided for your operation?

☐ very valuable ☐ somewhat valuable ☐ very limited value/no value

3. How would you assess the intern's overall performance?

☐ outstanding ☐ above average ☐ satisfactory ☐ below average ☐ unsatisfactory

3. Teamwork

- ☐ a. Share information and resources with others
- ☐ b. Assist and cooperate with co-workers
- ☐ c. Demonstrate willingness to put forth extra time and effort
- ☐ d. Assume appropriate leadership role(s)

4. Self-Management

- ☐ a. Produce high-quality, accurate work
- ☐ b. Seek new strategies when current approach is not effective
- ☐ c. Display good judgment and establish priorities
- ☐ d. Use time efficiently
- ☐ e. Demonstrate ethical behavior
- ☐ f. Arrive on time and maintain agreed hours

5. Initiative

- ☐ a. Seek opportunities to learn
- ☐ b. Take initiative to get a job done, even if not specifically told to do so
- ☐ c. Act decisively on critical issues
- ☐ d. Overcome obstacles and problems
- ☐ e. Set and communicate goals; follow-up with results.

6. Technical Skills

- ☐ a. Possess the technical skills required for this position
- ☐ b. Willing to learn new skills and enhance existing technical skills
- ☐ c. Use appropriate technology for tasks
- ☐ d. Use technology to perform effectively

B. Comments

1. In terms of preparation for your learning experience, your prior academic coursework was:
☐ very useful ☐ of some use ☐ not very useful
2. In terms of preparation for your learning experience, your prior work experience was:
☐ very useful ☐ of some use ☐ not very useful
3. The job orientation provided to you by your employer was:
☐ very thorough ☐ sufficient ☐ inadequate
4. How did your learning objectives contribute to the educational benefits of your overall learning experience?
☐ large contribution ☐ some contribution ☐ little or no contribution
5. Please assess the job responsibilities your employer assigned to you:
☐ difficult to achieve ☐ challenging, but attainable ☐ not challenging
6. How would you assess the overall educational value of your internship experience?
☐ very valuable ☐ generally worthwhile ☐ of some value ☐ very limited value/no value
7. How would you assess your overall performance?
☐ outstanding ☐ above average ☐ satisfactory ☐ below average ☐ unsatisfactory

What suggestions do you have to improve the quality of this internship (please include any specific recommendations you have that might be useful to your program supervisor.)

What has been the effect of this internship on your career goals?

SAMPLE POSITION DESCRIPTION

Position Title: Events/Marketing Intern, Penn Bookstore

Start Date: September 2009

End Date: December 2009

Schedule: 10 hours per week minimum for the length of the 2009 Fall Semester
Some evening/weekend hours will be required with advance notice.

Compensation: Interns will receive compensation in the amount of \$10 per hour (flat rate). Payment will be in the form of a bi-weekly check and subject to city and state tax withholdings.

Description: Assist the Events/Marketing Manager in the coordination and execution of author book discussions/signings and other special events held at the Penn Bookstore. Responsibilities will include marketing and outreach to academic and social student groups on Penn's campus. Help develop marketing tools for event promotion and networking. Some interaction with campus administrators and authors will be required. On occasion, evening and/or weekend hours will be required for event assistance.

Qualifications: Related undergraduate majors include Marketing and Communications, but applicants with relevant experience and interests in events and project management are also encouraged to apply. Must be willing and able to work some evenings/weekends as needed. Good presentation and writing skills preferred. Out-going personality a plus.

To Apply: Submit a letter of interest, resume and a minimum of one academic reference to the attention of Risa Levitt, Events/Marketing Manager, Penn Bookstore, 3601 Walnut Street, by May 12, 2009. Letters of interest should include 1) relevant past work experience and/or qualifications for the position 2) why you are interested in this internship and 3) what you expect to bring to the position.
Applicants will be contacted for a phone interview no later than August 1, 2009.